

Original Article

Approaches to Improving English Teaching Quality in Rural Areas under the Background of Rural Revitalization Strategy

Song Yuhao¹, Wang Hongyuan², Tang Jun³, Yi Linli⁴

^{1,2,3,4}Sichuan University of Science and Engineering, China

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Abstract - With the implementation of the rural revitalization strategy proposed, more and more studies are focusing on English education in rural elementary and secondary schools. According to the present study, three main aspects of the current problems have been found, namely, society, schools, and teachers. The social level is mainly due to the macroscopic policy and the uneven distribution of resources, leading to the uneven education quality in a large area. At the school level, due to the limited conditions in rural areas, teachers are treated relatively poorly in the same occupation level. The schools themselves have inadequate hardware facilities and outdated multimedia equipment, leading to a decline in the quality of education. The third aspect is the teachers themselves, and the choice of teaching methods plays a crucial factor in the quality of education. Therefore, combining with the previous literature on education research in Sichuan and Chongqing, the author proposes supplementary comments to make it more available. This paper aims to make valuable suggestions for the standard of teaching in rural schools, promoting the balance of national education systems, and narrowing the gap in education quality.

Keywords - Rural education, Rural vitalization, ELT, Rural revitalization strategy, Educational quality.

1. Introduction

With the rural revitalization strategy proposed in the report of the 19th National Congress for the good development of all aspects of the countryside, the community has paid more and more attention to studying English education in rural primary and secondary schools. Rural revitalization cannot be separated from talent revitalization, which is an important cornerstone and content of rural revitalization. Therefore, promoting rural revitalization necessarily means promoting talent revitalization. The realization of talent revitalization cannot be separated from the development and progress of education, which shows that the realization of rural education revitalization has obviously become the connotation of talent revitalization (Gao & Wang, 2022). At present, China's urbanization rate is roughly fifty percent, and nearly half of the residents and their children live in rural areas. Rural English education is still a weak discipline in most rural areas, directly affecting the effective cultivation of students' comprehensive quality (Lu, 2020). Thus, it is meaningful to study rural education to consolidate social development achievements. For example, Zhang Guimei, a model of the New Era who chose to teach at the remote Huaping Girls' Senior High School, has helped children from difficult families escape poverty through knowledge, facilitating more than 1,600 girls to fulfill their dreams of college and creating an "educational miracle" in the mountains. The author takes the quality of education as the starting point and analyzes the current problems in

Sichuan and Chongqing regions based on the visit and survey, categorizes them into three aspects: society, school and teachers, and proposes corresponding solutions, expecting to promote the quality of English education in Sichuan and Chongqing regions.

2. Literature Review

2.1. Related Research on Rural English Teaching Quality in China

In the field of rural education, most domestic experts have conducted relevant studies on rural education at the teacher level. According to the relevant requirements of the Curriculum Standards for Teacher Education and the Professional Standards for Primary School Teachers, Gao Runqing (2018) explained the focus of the training of primary school from six aspects, namely, morality, comprehensiveness, practicality, professionalism, development and collaboration, to build a training model for primary school general practitioners and cultivate more qualified primary school general practitioners who meet the actual needs of rural education in rural areas. Zhong Miling (2022) has studied the subject structure of rural primary and found that the long-standing establishment standards, the differences between urban and rural educational ecology, and the special characteristics of teacher training have made the subject structure of rural teachers unreasonable for a long time, making it impossible for rural teachers to "teach well" and preventing new teachers from "learning to teach".



In other aspects, Ding Xiangdong and Li Guicheng (2022) focused on the balanced development of urban and rural compulsory education in the context of rural revitalization and proposed measures to balance the differences between urban and rural areas in compulsory education, such as coordinating resources, increasing financial investment, and monitoring education quality. Through a rooted-theoretical research method, Luo Liao (2022) found the following problems in using online education resources in rural schools for after-school services. In addition, Lan, Hai, and Liang, Bin (2019) find that Rural teachers' values can have a greater impact on teaching quality. As teachers' income increases with teaching experience, some teachers believe that income and their teaching level are not correlated and begin to work less, and teaching quality decreases.

2.2. Related Research on Rural English Teaching Quality Abroad.

Foreign research on rural education is relatively extensive. Muhaimin studied teachers' willingness to use digital resources, and he finds that in remote rural areas, the most important factor that enables teachers to use digital resources is the willingness of teachers themselves; that is, whether to use digital resources depends on teachers' mood. (Mu, 2020). Most previous research has used methods focusing on teachers' human resource management. However, Hatch (2021), who examined the teaching practices of five teachers in rural America, found that instead of using detailed handouts and elaborate lesson schedules, these teachers were better at a kind of improvisation, using occasional informal assessments of each student's prompt performance to facilitate classroom activities. Later, one study reported that teachers' internal expectations, as well as the stereotypical image of teachers in the social environment, have changed their motivation to teach, with teachers preferring community events, such as going to loosely managed districts, building social relationships with parents, etc. (Grinshtain, 2022).

After that, a number of authors have recognized Teachers' teaching willingness as an important role in rural teaching. In low-income countries, teachers' work is more likely to be affected by the uselessness of teachers due to the overall low level of education. Moreover, with teachers' low social status, less government support is available (Wagner, 2023). Then, Robinson Panthis (2023) proposes a theoretical framework around social transformation, arguing that educational interventions are essentially a hindrance to development, that educational stemming narrows the plasticity of teachers, and that unilateral and uniform educational interventions only lead education into a bad state of development. The educational stem system should be shifted from schools to society, allowing schools to plan autonomously while stemming the tide of market-based education. Besides, Saha (2023) indicated that

learners likewise influence teachers, and teachers do not have negative attitudes towards students with poor foundation; rather, they feel more accomplished if they are English language learners in rural area schools, and also these teachers tailor their teaching to their needs based on the positive feedback they receive from the teaching process.

2.3. Summary of Previous Research on Rural English Teaching Quality

To sum up, rural education, as an important part of national education, has always been a concern. A large number of previous studies have focused on the current situation of rural teaching, analyzed the role of educators in rural teaching, and opened the way for rural education construction, which provides guidance for the quality of rural teaching from blindly catching up with urban teaching modes to develop a development mode suitable for the mutual cooperation of rural development and rural revitalization strategy. However, the practicality is, to some extent, lacking. Although the previous research direction is single, the operability is poor. Lu Yufa mentioned that to run a large number of high-level basic education to the people's satisfaction, it is necessary to timely adjust the development mode and explore a new education system (Lu, 2022). Therefore, for rural primary and secondary schools, practical measures should be taken to meet the pace of rural development to achieve twice the result with half the effort and significantly improve the quality of rural teaching.

3. Results and Discussions

3.1. Factors Hindering the Teaching of English in Rural Areas

The study addresses several further questions on three categories: society, school, and teachers, for the reason that these factors are clearly separated at the source, and the quality of education, in general, is influenced by these three aspects.

3.1.1. Social Factors Hindering the Teaching of English in Rural Areas

The imbalance of resource allocation under enrollment reduction creates a dilemma. Rural education serves rural students, and its quality directly affects the ultimate development of rural students. However, with the increasing emphasis on education and the rising cost of childcare, English teaching activities in rural elementary schools are suffering new problems: the problem of the population of shrinking students is more serious than the problem of insufficient resource allocation and other problems, giving rise to the backwardness of English education in rural elementary school. On the other hand, In the process of modernization, rural education did not take the service of rural social construction as its own responsibility; not only did it not play the role of rural education "for agriculture",

but it also caused the trend of rural education "leaving agriculture"(Wang, 2022).

In fact, the resource allocation of basic education in China has always been a strong urban center orientation (Qu & Bo, 2016). Furthermore, in terms of the teaching environment and teaching requirements, the problem of inadequate hardware configuration and resources supply in rural elementary school still exist. When English courses become the mainstream of extracurricular tutoring courses, English is an important subject in terms of resources, and learners who study in a bilingual environment will do well on the test even if they are not gifted in the language (Liu & Hu, 2014). In addition, eliminating schools has resulted in integrating rural students from multiple areas into the same school, resulting in problems like cross-village schooling. Some left-behind children have to board in schools and are inevitably anxious. The imbalance of hardware configuration makes it difficult to improve the quality of English education in rural elementary schools.

At the same time, the policies of talent introduction in education departments vary from place to place. There are obvious shortcomings in fewer economically developed regions than economically developed regions, more on the shortcomings of policies and measures. For instance, the talent attraction is not satisfying, with a large number of highly educated talents flowing to developed regions. As a result, the quality and quantity of talent in less economically developed regions are deteriorating.

3.1.2. School Factors Hindering the Teaching of English in Rural Areas

For a long time, the bad environment of rural school life has also caused a gap in teaching quality. According to Xu Yanwei(2022), the allocation of teaching resources in rural schools basically meets the teaching needs. Many schools are equipped with scientific instruments and laboratories. However, the utilization rate of these resources and equipment needs to be improved, especially since the utilization rate of teaching instruments and equipment is too low. In the process of building qualified schools for compulsory education in rural areas, most of the qualified schools have significantly improved their operating conditions, taken on a new look, and significantly improved their operating standards. However, the main problems of rural school teaching facilities are very prominent; for example, the level of effective application of teaching facilities in rural schools is still extremely low, some computers are damaged, broadcasting equipment is not perfect and so on. Besides, In the process of urban-rural education integration, there is still a major problem of losing rural characteristics in rural education (Yao, 2022).

3.1.3. Teacher Factors Hindering the Teaching of English in Rural Areas

In teaching practice, some English teachers still consider grammar and vocabulary as important teaching

content in vast rural areas. In the current English teaching in rural areas, the idea of exam-oriented education with the goal of entering a higher school runs through the whole process of education, and teachers are still the leaders of teaching activities (Chen,2018).

In addition, the double reduction policy introduced in 2021 also poses new challenges to improving teaching quality. With the policy and the promulgation of the English Curriculum Standards for Compulsory Education (2022 Edition), the research theme of "Homework Quality Improvement" has attracted attention and sparked a lot of discussions. It has turned into a problem with regard to how to embed homework into the overall learning system of the unit based on the teaching content, according to the specific learning situation, around the teaching objectives, and from the perspective of the teaching unit. Teachers have a basic consensus on the function and role of homework and can recognize that homework helps rural students further consolidate and internalize what they learn in the classroom. Eventually, teachers can assign students a certain amount of oral or written work and urge students to complete it. Through observation, it is found that there are three main problems in the homework assigned by the current rural English teaching. First, the type of homework is relatively single, rural teachers have a weak sense of goals when they design homework, and the pertinence is not strong. The content of the assignment is mainly based on repetitive training in language knowledge and language skills. In addition, marking assignments takes a long time and is not effective. The final point is the insufficient integration of homework and classroom instruction. Some teachers fail to regard homework as an important link in the whole teaching chain, lack the overall design of homework and classroom teaching, do not have a strong correlation between homework and classroom learning content, and fail to give full play to the function of homework to promote students' internalization and transfer of structured knowledge, improve language ability and thinking ability, or guide students to apply what they have learned.

3.2. Measures to Improve the Quality of Teaching in Rural Primary and Secondary Schools Districts

3.2.1. To improve the Quality of Teaching at the Social Level

Primary and secondary schools should improve links and update strategies in different ways, improve the implementation methods and strategies of education management based on different national policies and teaching reform needs, and provide corresponding strategic support for the management from different perspectives so that students can enhance their awareness and enable primary and secondary students in rural areas to receive good education (Li, 2021). It is critical to optimize the allocation of teacher resources in the case of reduced student resources. Promoting inter-school mobility of teachers and urban and rural mobility becomes possible to achieve

balanced education development. The student population shrinkage of urban elementary school teacher resources is relatively rich; hereby, poor rural areas still need a large number of excellent teachers to encourage the flow of surplus teachers between different areas. Hopefully, the balanced development of compulsory education can be achieved.

Additionally, it also works to provide short-term training opportunities for rural teachers to temporarily leave their educational positions and engage in short-term training, thus making it possible to optimize teacher resources. Specifically, teachers engaging in short-term training facilitates them to change their teaching content and methods, learn the most advanced educational techniques, better understand new educational concepts, make teachers more competitive through teacher training, and establish the concept of lifelong learning in education.

Furthermore, it is urgent to find a way to retain talent. Because of the serious educational weaknesses and low level of teachers in poor areas, it is not enough to improve the level of educational development in poor areas in a short period of time simply by significantly increasing education funding, strengthening the construction of school hardware facilities, and increasing training opportunities for rural teachers. Therefore, a mechanism for introducing senior teachers to rural primary & middle schools in poor areas and poor counties should be introduced. This can be achieved by referring to the practice of introducing talents at the early stage of high-level university construction and enterprise development.

In addition, establishing and implementing the teacher consultant system can effectively provide ways for teachers to solve problems and reduce concerns. The first reason is that rural teachers have an emotional basis for their commitment to rural development. The vast majority of rural teachers were born in rural and agricultural families and had an umbilical cord of identity with the countryside and agriculture. Second, rural teachers have the basic qualifications to serve as advisors to poor villages. Rural teachers living in rural areas are familiar with the development needs of poor villages and low-income families and have high levels of literacy and knowledge. The survey shows that although villagers do not agree with the economic status of village teachers, they agree with the prestige and influence of village teachers. Third, there is a need to construct a self-growth mechanism for rural teachers. The self-growth of rural teachers involves the enhancement of the professional field of education and teaching, as well as the participation in the development of rural political, economic, social, and ecological civilizations, which in turn leads to the development of educational macro-thinking skills and the ability to provide practical guidance to students' lives. Fourth, the real needs

of poor areas, poor villages and low-income families. Studies have shown that at the present stage, poor farmers in China are relatively more affected by the factor of "ability poverty", and the ability poverty of poor farmers is actually a problem of comprehensive quality poverty except for low-income groups such as "the old, the weak, the sick and the disabled", among which there are both abilities. It is not only the lack of diversified skills to earn a living, but also the lack of motivation and self-confidence to improve their own situation and usually maintain their poor lifestyle. The culture of poverty is an important reason that hinders or reduces the endogenous motivation to get rid of poverty. The special environment and qualifications of rural primary and secondary school teachers are indispensable to intervening in or breaking this culture of poverty.

3.2.2. To improve the Quality of Teaching at the School Level

In order to do a good job in the construction of qualified schools in rural areas and improve the hardware equipment, it is necessary to scientifically plan the layout, make the rational allocation of educational resources and give full play to the best school-running benefits. When adjusting school construction plans, all localities must specify where junior middle schools and primary schools should be set up within a certain period of time based on the current population distribution and birth projections. Thus, efforts should be put in to avoid a decline in the number of students as a result of the withdrawal of schools and the consolidation of schools. It is not only advisable to consider improving education quality but also consider nearby enrollment so that students can enrol easily. With the improvement of transportation conditions in rural areas, according to the principle, the distance students go to school should be no more than 10 kilometers for junior high schools and no more than 5 kilometers for primary schools. Apart from that, boarding schools should be built reasonably in some remote mountainous areas and sparsely populated areas in rural areas. In this way, the centralized mode of running schools can effectively strengthen routine teaching management and improve teaching quality.

English education cannot be limited to book learning, so improving teaching facilities and facilities is particularly important. The old equipment in rural areas can no longer meet the needs of education and teaching and must be replaced. According to the standards of qualified schools, the first is to build a good teaching function room in accordance with the school standards issued by the province, the second is to be equipped with sufficient teaching instruments and equipment, and the third is to pay attention to the configuration of students' desks and chairs.

Secondly, it is necessary to improve the school facilities. In addition, it should also be equipped with office space. A teacher's work is a kind of creative work. Preparing

lessons, attending classes, correcting homework and talking to students all require a relatively quiet environment. Office space is important for teachers to carry out teaching and research and must be fully guaranteed. On the other hand, necessary office equipment should be provided for rural teachers' offices. To the teacher's office configuration computer, the broadband network can be set to facilitate the use of modern office equipment to consult information, understand information and improve the teaching level.

3.2.3. To Improve the Quality of Teaching at the Teacher Level

Teachers' teaching objectives need to be close to the times. Some teachers' teaching plans are too old to cultivate students' critical thinking. In the process of cultivating students' critical thinking ability, teachers should establish the awareness of cultivating students' thinking ability first, and improve students' thinking ability by using appropriate teaching methods, selecting appropriate teaching content, and establishing a reasonable process evaluation system. Many urban students begin to learn English at the primary school stage, participate in various activities, and often meet foreigners. They have the opportunity to practice oral English, which is almost invisible in rural areas (Zhang, 2018).

English Curriculum Standards for General High Schools (2017 edition) emphasizes that language use requires not only traditional ontological knowledge of the language as a foundation but also applied knowledge, that is, discourse knowledge and pragmatic knowledge, to revitalize phonetic, vocabulary and grammar knowledge (Mei & Wang, 2018). News discourse incorporates rich language elements and is a high-quality teaching resource in addition to teaching materials. Reading excellent English news discourse is conducive to maintaining rural students' interest in English learning, forming an international perspective, enriching language knowledge, and cultivating thinking quality. At the same time, it helps students to form the cognition and judgment of different cultures and build a code of conduct for correct reading. Insisting on news reading is undoubtedly of great significance to cultivating English subject literacy and will have a profound impact on lifelong learning.

The arrangement of homework also plays an important role in teaching quality. Homework is inextricably linked with teaching and evaluation. Moreover, after-school homework and class teaching jointly promote students' development, determine the effectiveness of curriculum

reform (Wang, 2018), and are also one of the important ways to achieve curriculum goals. Vast rural teachers should actively establish and continuously enhance curriculum awareness, rethink and examine the educational value of English courses, uphold the principle of "student's development as the center" in the design, assignment, marking and feedback of homework, and think about the value of "why homework" while thinking about technical issues such as "what homework to keep" and "how to arrange, correct and feedback homework".

In addition, rural teachers have to profoundly grasp the educational function of homework evaluation and adhere to the competence and core literacy orientations. Assignments should be designed to help students consolidate language knowledge and skills, as well as to promote the effective use of strategies and enhance learning motivation. Teachers should clarify the nature and target requirements of English courses, build a consistent teaching and research system of "teaching, learning, and evaluation" according to students' development level and course content, highlight the central position of the classroom, give play to the auxiliary function of homework, guide the healthy development of rural students' cognition, mind, emotion and attitude by optimizing the design and implementation of homework.

4. Conclusion

The quality of China's current rural education has been greatly improved compared to the previous, but there is still a gap relative to urban education. The author proposes measures based on future problems, hoping to catch the express train of the national rural revitalization strategy to realize the great development of English education in rural areas of Sichuan and Chongqing. Because of the limited experimental conditions, the results of the study are less comprehensive, and the study is able to be improved in the future. This study attempts to realize the strategic development of the reserve of localized talents through the reform and innovation of English education, realize the role of education as a national public instrument, and cultivate localized talents with national working ability. The author hopes to realize the strategic development of localized talents through the reform and innovation of English education, to realize the role of education as a national public instrument, and to cultivate talents with international vision and bilingual education background.

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