

Research on the Path and Logic of Identity Construction for Rural Young Teachers from the Perspective of Discourse

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Abstract: *In the context of the continuous changes and development of rural education, rural young teachers are facing the predicament of identity. Exploring the path and logic of their identity construction is of great practical significance. The article first analyzes the changing rural field, which is the soil for the identity loss of rural young teachers, and the identity cognition within the community; From the perspective of discourse, this article explores the operational mechanism of identity construction for rural young teachers, dissects the effective paths of identity construction from different discourse levels, and proposes strategies for social discourse construction through optimizing policies and social support to facilitate the construction of identity for rural young teachers.*

Keywords: *Young Teachers; Rural Revitalization; Basic Education; Path Research; Yunnan Province*

1. Introduction

In recent years, the state has successively introduced policies such as the "Opinions on Comprehensively Deepening the Reform of Teacher Team Building in the New Era" and the "Rural Teacher Support Plan (2015-2020)", explicitly proposing specific measures such as "optimizing the allocation of rural teacher resources", "strengthening the guarantee of rural teacher benefits", and "building a rural teacher Growth Support system". These policies not only inject institutional guarantees into rural education, but also imply deep expectations for the reconstruction of the identity of rural teachers - from "passive left-behind" to "active builder", from "knowledge transmitter" to "cultural inheritor" and "community leader"[1]. However, the implementation of the policy text still faces practical difficulties: multiple factors such as the gap in educational resources between urban and rural areas, limited career development space, and low social recognition are intertwined, causing some young rural teachers to fall into "identity anxiety" and even have an inner tug-of-war between "leaving home" and "returning home". This study takes discourse analysis as the theoretical perspective and, in the context of policies for revitalizing basic education in rural areas, focuses on the path of identity construction for young teachers.

2. The changing rural field: The soil where young rural teachers lose their identity

China's rural society is undergoing profound structural changes against the backdrop of accelerated urbanization. Yunnan Province, a multi-ethnic border province in southwest China, it is experiencing regional characteristics in its rural areas: mountainous terrain over 94%, 25 indigenous ethnic minorities living together, and a border of 4,060 kilometers, which makes its rural education areas have the triple characteristics of natural ecological fragility, ethnic cultural diversity and social development lag. This complex field environment constitutes the underlying logic of the identity construction of young rural teachers, and also gives rise to their deep-seated predicament of identity loss [2].

2.1 The impact of natural environment on the development of rural education in Yunnan Province

2.1.1 Geographical barriers and spatial fragmentation of educational resources

The altitude drop in the Hengduan Mountains in northwest Yunnan exceeds 3,000 meters, and deep canyons have led to a scattered layout of one village, one school. In Nujiang Lisu Autonomous Prefecture, 87% of the administrative villages are located in mountainous areas above 1,500 meters in altitude, and the service radius of schools is generally over 10 kilometers. This spatial fragmentation

directly leads to three educational predicaments: first, the scattered school locations result in low efficiency in teacher allocation; second, there are safety risks for students traveling long distances; third, the maintenance costs of educational infrastructure are high. In mainstream educational discourse, the large-scale development of centralized schools has become the standard for measuring educational modernization, while the small-scale and decentralized characteristics of rural education in Yunnan have been labeled as backward. This discourse suppression has obscured the particularity of rural education development.

2.2 Climate characteristics and the disorder of educational pace

Yunnan's distinct dry and wet seasons have a profound impact on the educational cycle. The rainy season in the southern part of Yunnan lasts for five months, and frequent geological disasters such as landslides and mudslides have made it common for the semester to be interrupted. This discontinuous pace of education clashes with the standardized and procedural discourse system of urban education. While urban education emphasizes complete class hours and uniform teaching schedules, rural teachers have to face the reality of frequent adjustments to their teaching plans. This contradiction is often simplified in the teacher evaluation system as a judgment of insufficient teaching ability, exacerbating teachers' professional frustration.

2.3 Ecological dependence and deviation from educational values

In rural Yunnan, there is a widespread logic of living off the mountains, and ecological economic systems such as rubber plantations, tea gardens, and terraced fields form the core of family livelihoods. This ecological dependence has been deconstructed in the mainstream educational discourse as a symbol of isolation and backwardness, while the modern narrative of knowledge changing destiny has become the dominant discourse. When education fails to effectively connect with the local ecological economic system (such as the lack of agricultural technology courses), young rural teachers are caught in a dilemma: they have to pass on the mainstream knowledge system while facing parents' questioning that education is useless, and this discourse rift directly undermines their professional value recognition.

2.3.1 The impact of the natural environment on the rural teaching force in Yunnan Province

Rural schools in Yunnan Province generally have the feature of geographical islands [3]. Taking Huize County in northeastern Yunnan as an example, 63% of rural teachers have to cross more than two mountains with an altitude of 2,000 meters every week to reach their schools. This physical isolation is constructed in the media discourse as a symbol of dedication and sacrifice, but in essence it creates a separation between teachers and the mainstream educational field. While urban teachers continue to gain professional capital through academic conferences, online training, etc., rural teachers are excluded from the knowledge production system due to geographical limitations, and their professional identity is gradually marginalized.

It is common for rural teachers' dormitories in the border areas of western Yunnan to be cold in winter and damp in summer. A rural primary school teacher's dormitory in Dehong Prefecture once collapsed due to continuous rainfall. This survival predicament is often simplified in policy discourse as a matter of treatment, but the deeper impact lies in the dissolution of teachers' professional commitment. When teachers have to spend three hours a day fetching water and two hours maintaining school buildings, their professional roles clash fiercely with their survival needs. This physical experience lacks a channel of expression in mainstream discourse and eventually turns into a silent crisis of identity.

2.4 Cultural estrangement and the breakdown of identity

The 25 indigenous ethnic minorities in Yunnan have created a diverse cultural ecosystem, but the discourse hegemony of the modern education system has led to the disruption of cultural inheritance. In the case of Hani villages in southern Yunnan, rural teachers have to teach the national curriculum in a standardized way, but also face questions from students about why they are learning Chinese. This cultural rift is often blamed in teacher evaluations on improper teaching methods, while the complexity of cultural adaptation is overlooked. When teachers are unable to establish a connection between mainstream discourse and local knowledge, their identity as cultural mediators falls into a vacuum. The natural environment, as the original backdrop of the rural field, shapes the unique living conditions of

young rural teachers through the dual mechanisms of material practice and discourse construction. This situation is neither a simple description of predicaments nor a romanticized narrative of persistence, but a field where modernity discourse and local knowledge continue to collide[4]. Understanding the logic of the interaction between the environment, discourse and identity is a prerequisite for exploring the path to constructing the identity of rural teachers. In subsequent studies, it is necessary to examine how policy discourse intervenes in this nature-social complex system and how rural teachers achieve identity reconstruction through discourse practice.

3. Identity cognition within the community of young rural teachers

Rural young teachers, as an important force for the development of rural education, are influenced by various factors in their identity perception [5]. Within the community, they are both within the broad framework of the social environment and deeply influenced by the specific effects of the rural environment. An in-depth analysis of the identity cognition of young rural teachers in different contexts helps us better understand the predicaments they face and provides a basis for promoting the construction of their identity.

3.1 Rural young teachers in the social environment

3.1.1 The reality of teachers' rights

The Teachers Law of the People's Republic of China clearly stipulates that teachers have six professional rights, including the right to conduct educational and teaching activities, carry out educational and teaching reforms and experiments, and engage in scientific research and academic exchanges. The right of young rural teachers to participate in educational decision-making is restricted. Higher education departments or school leaders often dominate the management and decision-making of rural schools[6]. Young rural teachers, as grassroots educators, have insufficient say in important decisions such as curriculum setting and teaching method reform. Although they are on the front line of teaching, they have a more intuitive understanding of students' needs and actual situations. However, it is difficult for them to effectively incorporate their insights into the decision-making process, which may lead to a disconnection between teaching plans and actual teaching needs; Rural young teachers lack autonomy in professional development. They are eager to enhance their professional qualities through training, academic exchanges, etc [7]. But in practice, time and funds often limit them, and the distribution of training opportunities may be uneven. Some young teachers in remote rural areas have difficulty accessing high-quality training resources, and schools do not provide sufficient support for teachers' professional development. The lack of full consideration of teachers' professional development needs in terms of curriculum arrangement and teaching task allocation makes it difficult for young rural teachers to grow professionally; Also, the current evaluation system places too much emphasis on students' test scores and often uses this as the main criterion for evaluating young rural teachers. This single evaluation approach neglects teachers' efforts in cultivating students' moral character and stimulating their innovation ability, causing young rural teachers to adopt exam-oriented teaching methods in pursuit of grades, which limits their teaching innovation and individual development. It also affects their perception of the value of their profession.

3.1.2 Economic status is relatively disadvantaged

The income level of rural young teachers is generally lower than that of urban teachers. Although the state has increased investment in rural education and raised the salary of rural teachers in recent years, there is still a considerable gap compared with urban teachers [8]. The economic disadvantage puts a lot of pressure on rural young teachers in terms of purchasing houses, children's education and supporting the elderly. The low income also affects the social status and professional attractiveness of rural young teachers. In a material society, economic income is often an important measure of an individual's social status. When rural young teachers have a low income, they lack social confidence and have difficulty receiving the same social respect and recognition as urban teachers. This is why many outstanding young talents are reluctant to teach in rural areas. This further exacerbates the instability of the rural teaching force and also affects rural young teachers' sense of identity in their profession.

3.1.3 Blurring of job boundaries

Under the influence of the social environment, the job boundaries of young rural teachers have become increasingly blurred. Beyond normal teaching work, they have to undertake numerous

non-teaching tasks. When dealing with various inspections and evaluations by higher authorities, they have to spend a lot of time and energy preparing materials and filling out forms, which seriously disrupts normal teaching order. Moreover, rural schools have weak teaching staff, and teachers often hold multiple positions. A rural young teacher may have to teach multiple subjects, be responsible for student management, and participate in school logistics. This high-intensity and multi-task work mode leaves rural young teachers physically and mentally exhausted, unable to focus on improving teaching quality and professional development, and also makes them confused about their professional identity, not knowing whether they are teachers or all-round handyman. Under the background of the "Education poverty alleviation" policy, teachers are assigned 23 non-teaching tasks, including registering students in poverty, controlling dropout rates, and home visits, which account for 41% of the total workload. The work logs of teachers in a certain county show that in addition to 22 class hours per week, they also need to complete 3 APP check-ins, 2 targeted poverty alleviation visits to households, and 1 drowning prevention publicity. This "unlimited liability company" style of work has given rise to the phenomenon of "form teachers" in a county in northeastern Yunnan - teachers self-mockingly say, "My main job is filling out forms and my side job is teaching." When professional development gives way to administrative assessment and educational wisdom is dissolved by formalism, teachers' professional identity is gradually worn away in the endless routine work.

3.2 Rural young teachers in rural settings

3.2.1 The professional prestige is waning

In the rural environment, the professional reputation of young rural teachers has been "declining" day by day. In the past, teachers were regarded as knowledge disseminators and moral role models in rural society, enjoying a highly respected status. However, after the change in social development concepts, although rural residents have placed more emphasis on education, their recognition of the teaching profession has declined. Rural parents have raised expectations for their children's education and hope that their children will change their fate through education. When children perform poorly, parents often shift the blame onto teachers and question the teaching profession. The bad practices in rural society, such as utilitarianism and money worship, have led some people to doubt the value of the teaching profession, thinking that teaching is tiring and poorly paid, and that other professions are better. This change in social perception, the reputation of young rural teachers in rural society is low, and their sense of identity and pride in their profession is also affected.

3.2.2 The disruption of cultural heritage and connection

Rural young teachers should have played an important role in the inheritance and connection of rural culture, but now they are facing the disruption of inheritance and connection. With the acceleration of urbanization and the influx of a large number of rural people into cities, rural culture is severely impacted [9]. Rural young teachers, who are important inheritors of rural culture, are facing problems such as a lack of cultural inheritance resources and unsmooth inheritance channels. Moreover, rural school education is often oriented towards urban culture, and the inheritance of local rural culture is neglected. This makes it difficult for young rural teachers to integrate rural culture into their teaching, resulting in students' lack of understanding and identification with rural culture. Rural young teachers themselves have a limited understanding of rural culture and lack the awareness and ability to carry it forward. Coupled with the changes in rural social structure, traditional ways of cultural transmission such as master-apprentice transmission and family transmission are gradually disappearing. Rural young teachers have difficulty finding effective ways of transmission and their role in cultural transmission and connection cannot be fully exerted. Their own identity in rural culture has also been affected.

3.2.3 A relatively harsh living environment

The poor living conditions in rural areas have a significant impact on the identity perception of rural young teachers [10]. Many rural schools are located in remote areas with inconvenient transportation and poor information access. Rural young teachers have many inconveniences in shopping, medical treatment, entertainment, etc., and the poor living conditions also affect the physical and mental health of rural young teachers. Living in such an environment for a long time, negative emotions such as loneliness and anxiety are likely to arise, and work enthusiasm and teaching quality are also affected. Moreover, medical conditions in rural areas are limited, and when young rural teachers or their family members fall ill, they often cannot receive timely and effective treatment, which increases the pressure of life and makes them reluctant to teach in rural areas and difficult to positively identify with their

professional identity. Rural young teachers face many predicaments in society and the rural environment, which affect identity perception. To improve the identity status of rural young teachers, efforts should be made in various aspects such as society and schools to address their problems in rights, economy, work, etc., enhance professional prestige and social status, improve living conditions, and create a favorable environment conducive to the construction of identity.

4. Possible paths for the construction of identity for young rural teachers

In the interwoven process of urbanization and educational modernization, the identity crisis of rural young teachers has become the core problem restricting the revitalization of rural education. This crisis stems from institutional injustice in the distribution of educational resources under the urban-rural dual structure, and is closely related to social cognitive biases and the loss of individual value.

4.1 The operating mechanism of the identity construction of rural young teachers based on the discourse perspective

Macro discourse level: Policy discourse pulls, shapes, and solidifies the objective reality differences between urban and rural teachers

As the most authoritative macro discourse, the national education policy builds the identity distinction between urban and rural teachers through dimensions such as resource allocation, system design, and evaluation standards. Take the teacher establishment policy as an example. The uniform establishment standards for primary and secondary school staff in urban and rural areas (1:19 in urban areas and 1:23 in rural areas) imply a preconception of the inefficiency of rural education. This numerical disparity, when legitimized by the policy text, directly translates into damage to the professional dignity of rural teachers. What is even more alarming is that the biased support in the policy discourse is often distorted into differential treatment: the special post teacher program alleviates the shortage of teachers, but the temporary positioning of the three-year service period keeps rural teachers in a state of passing mentality. In Yunnan Province, the retention rate of special post teachers is less than 40 percent, which shows the contradiction of the policy discourse.

Meso discourse level: Social context discourse deepens cognitive biases in the profession of rural teachers

Social context continues to produce stereotypes about rural teachers through discourse practices such as mass media, folk narratives, and community interactions. In urbanized media narratives, rural teachers are often reduced to tragic symbols of candles and silkworms, a romanticized imagination that conceals their professional attributes and conlocks the teacher's identity to a single dimension of a moral model. Even more dangerously, with the intensification of educational competition and the spread of public opinion that it's hard for a poor family to succeed, rural teachers are seen as the drivers of failure. According to a survey on a certain online platform, 62% of netizens believe that the low level of rural teachers leads to rural students' failure to get into college, and this attribution bias is manifested at the community level as parents' professional doubts about teachers. According to a parents' meeting in a county in southern Yunnan, 78% of parents demand that teachers must ensure their children get into key high schools; otherwise, they blame the teachers for being incompetent.

At the micro discourse level: Individual narrative discourse highlights the individual expectation bias of young rural teachers

In the process of self-identity construction, rural young teachers achieve subjective expression through individual narratives, but such narratives often fall into the rift between expectations and reality. Before entering the profession, normal school students build their career imagination through grand narratives of going to the places where the country needs them most, but the teaching predicaments in reality (such as student dropout and lack of resources) give them traumatic experiences of disillusion. The deeper contradiction lies in the conflict between the self-expectations of rural teachers as intellectuals and the role positioning of rural workers. A graduate from a key normal university in western Yunnan wrote in his diary: I once thought I could change rural education, but now I have become a form filler, a student advisor, and a stability maintainer. This narrative break leads to two extremes of identity: either the self-deification of a savior complex or the self-denial of a loser, both of which hinder the formation of a healthy identity.

4.2 Policy discourse: Based on the value theme of practicing fair and quality development of basic education

The key to the construction of the identity of rural young teachers lies in the policy discourse, which is fundamentally based on the practice of the value theme of fair and quality development of basic education. We should increase policy inclination towards rural education, tilt resource allocation towards rural schools to improve teaching conditions and teacher allocation in rural schools, increase investment in rural school education funds to build modern teaching facilities and update teaching equipment, and attract outstanding young people to teach in rural areas through targeted training and preferential policies to enhance the overall quality of the rural teaching force; We should improve the system of professional title evaluation and salary treatment for rural teachers, establish more scientific and reasonable standards for professional title evaluation, give more promotion opportunities to rural teachers based on their work characteristics and actual contributions, increase their salary treatment and provide appropriate subsidies and rewards, so that they can teach in rural areas with peace of mind. Through these policy measures, the gap in career development opportunities and benefits between urban and rural teachers will be narrowed, thereby creating a favorable policy environment for the identity recognition of young rural teachers.

4.3 Social Context discourse: Focusing on the dissolution of professional cognitive labeling for rural teachers

To dissolve the labeling of rural teacher profession in social context discourse requires the joint efforts of the entire society. On the one hand, publicity and guidance should be strengthened to reverse the public's prejudice against rural teacher profession. Various channels such as the media and public welfare activities can be utilized to publicize the important contributions and touching stories of rural teachers to rural education, so that the public can understand the hardship and value of rural teacher work. On the other hand, we need to improve their social status and professional recognition, create a good social atmosphere, and encourage all sectors to pay attention to and support rural education. Enterprises should actively participate in aid activities, donate materials and provide technical support to rural schools, and volunteers should teach and tutor in rural schools. We should provide more learning resources and opportunities for rural students, change society's perception of the rural teaching profession, and rural young teachers will receive more respect and recognition, and their professional identity will also be enhanced.

4.4 Individual initiative discourse: Building self-identity based on individual initiative

Rural young teachers should take the initiative to actively build their self-identity, establish correct professional values, understand that rural education is of great significance and their own value is extraordinary. They are the guides for the growth of rural children, and their efforts will bring hope to the future of rural children. Through this value perception, professional pride and responsibility can be enhanced. To constantly improve their professional qualities and teaching abilities, young rural teachers can make use of various resources, participate in online training, read educational books, communicate with peers, etc., to constantly learn new educational concepts and teaching methods to improve their teaching level, and further strengthen their professional identity when their teaching achievements are recognized by parents of students. Rural young teachers can actively participate in rural cultural construction and social activities, integrate into rural society and get along well with rural residents. This not only enriches their own life experiences but also enhances their sense of belonging and identity to the countryside, thereby better building their self-identity.

4.5 Social discourse construction: Optimizing policy and social support for young rural teachers

Policy discourse is an important part of social discourse, and its leading role in building the identity of rural young teachers is crucial. It is necessary to formulate more precise and targeted policies to optimize the development environment for rural young teachers. This is what the government should do. Teacher recruitment policies can be more inclined towards rural areas. We attract more outstanding young people to rural education through more attractive benefits such as housing subsidies, settlement allowances, and allowances for highly educated talents, and establish a special training program for rural teachers to provide them with systematic pre-service training and on-the-job further education opportunities, so that their teaching and educational abilities and professional qualities can be enhanced. The title evaluation policy should fully take into account the particularity of rural education, formulate

separate evaluation standards and procedures, appropriately lower the hard requirements for rural young teachers in terms of paper publication and research projects, and pay more attention to their actual performance in rural teaching, the growth and progress of students, and their contribution to the development of rural education. In this way, the career development path and goals of young rural teachers will be clearer, and their sense of identity and achievement in their profession will be enhanced.

The fact that the identity recognition of young rural teachers is influenced by public opinion cannot be ignored. The media should actively play a guiding role, report their touching stories and outstanding teaching achievements to showcase their significant role and value in rural education. Special columns on rural education can be set up to tell the stories of these teachers' selfless dedication in rural areas, allowing the public to understand the current situation of rural education and their efforts. To change the prejudice and misunderstanding of the profession and enhance its social status and professional recognition, social organizations and enterprises should also be encouraged to participate in rural education support activities. Enterprises can set up rural education scholarships to reward outstanding rural young teachers and students, and social organizations can carry out volunteer activities to provide teaching assistance and resource support for rural schools. We create a good atmosphere of concern and support for rural education throughout society through these activities, allowing young teachers in rural areas to feel respected and cared for by society, and further enhancing their sense of identity.

We guide teachers to transform national culture and ecological wisdom into educational resources, achieving a shift from "cultural guardians" to "innovative inheritors". Teachers in Xishuangbanna Prefecture have integrated the "Temaok Festival" of the Jino ethnic group into the comprehensive practical activity curriculum and developed special projects such as "Intangible Cultural Heritage Inheritance Workshop" and "Rainforest Ecological Exploration Camp". The related achievements have won the first prize of the National Basic Education Innovation Case. This cultural transformation not only enriches the teaching content, but also gives teachers an irreplaceable professional position in the local knowledge system. The reconstruction of the discourse ecosystem is not something that can be achieved overnight; it requires the joint efforts of policymakers, the general public and the teaching community. When social discourse shifts from "institutional discipline" to "empowerment and support", and when teachers' self-discourse shifts from "passive acceptance" to "active creation", the identity of young rural teachers can undergo a transformation from "suspended" to "rooted". This process of discourse interconstruction is essentially a two-way pursuit of modernization of rural education and regeneration of local culture, and only in this way can rural teachers truly become "people standing at the village entrance looking into the future".

5. Conclusion

In the context of rural revitalization and educational modernization, the construction of identity for young rural teachers is the key to breaking the imbalance between urban and rural education and activating the endogenous driving force in rural areas. The ultimate goal of education revitalization is to make rural schools bases for cultural inheritance and rural teachers educators rooted in the land. When identity is elevated from "survival anxiety" to "life awareness", rural education can undergo a qualitative change, which is both educational equity and the hope of rural revitalization. In the future, it is necessary to explore the reconstruction of the discourse space of rural education through digital technology and the dynamic generation mechanism of identity in a cross-cultural context to provide Chinese solutions for the development of education in peripheral regions around the world.

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