

Research on Strengthening the Talent Support System for Rural Revitalization in the New Era

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Abstract: *In the context of the new era, the rural revitalization strategy is being fully advanced with unprecedented intensity, and there are more urgent and diverse demands for talents in all aspects of rural industrial development, cultural prosperity, ecological construction, etc. Graduates from an efficient education system, as the main force of potential talents with professional knowledge, innovative thinking and strong learning ability, can play a crucial role in devoting themselves to rural revitalization and promoting rural development, and become the core force driving the continuous progress of rural areas.*

Keywords: *New Era; Rural Revitalization; Talent Support*

1. Introduction

"The way of governing a country begins with enriching the people; The key to enriching the people lies in ensuring agriculture." The rural revitalization strategy, as the overarching approach to work related to agriculture, rural areas and farmers in the new era, is not only the key to breaking the imbalance between urban and rural development, but also the inevitable path to achieving common prosperity. The report of the 20th National Congress of the Communist of China explicitly states "comprehensively promoting rural revitalization and giving priority to the development of agriculture and rural areas", and the No. 1 Central Document of 2024 further emphasizes the strategic deployment of "strengthening talent support for rural revitalization", highlighting the core position of talent elements in the comprehensive rural revitalization. As Mr. Fei Xiaotong put it: "The modernization transformation of China's rural areas is essentially the modernization of people and the organic reconstruction of society." At present, China's rural development is undergoing a crucial leap from blood transfusion support to blood production revitalization[1]. Talent, as the core element that drives innovation, activates resources and shapes ecology, has become the key variable in solving the questions of "who will revitalize the countryside" and "how to revitalize the countryside" of the times[2].

2. Basic theoretical interpretation of talent support for rural revitalization strategy in the new era

2.1 Connotation of the rural revitalization strategy

The rural revitalization strategy proposed by the 19th National Congress of the Communist of China is a major strategic deployment aimed at addressing issues related to agriculture, rural areas and farmers, achieving modernization of agriculture and rural areas, and promoting integrated urban-rural development [3]. It is rich in connotation and involves many aspects such as economy, society, culture and ecology. Economically, the focus is on developing modern agriculture and promoting the integration of rural industries to improve agricultural quality and efficiency and increase farmers' income. Developing emerging industries such as characteristic agriculture, rural tourism and rural e-commerce can add new vitality to the rural economy[4]. The social aspect focuses on improving rural infrastructure and public services to enhance the quality of life for rural residents and promote social equity and justice. Strengthening the construction of public service systems such as education, healthcare and elderly care in rural areas will enable rural residents to enjoy public services similar to those of urban residents. At the cultural level, we should protect and carry forward the fine traditional culture of rural areas to cultivate civilized rural customs, good family traditions and simple folkways to enhance the cultural soft power of rural areas, and explore resources such as rural historical culture and folk culture to create cultural brands with local characteristics[5]. In terms of ecology, we should

uphold the concept of green development and strengthen the protection of the rural ecological environment to create beautiful and livable villages, and promote rural garbage disposal, sewage treatment, toilet revolution and other efforts to improve the rural living environment.

2.2 Talent and the connotation of rural talent

A talent is a person who has certain professional knowledge or skills, engages in creative labor and contributes to society, and is a worker with higher ability and quality in human resources. A rural talent is a person who has corresponding knowledge and skills in the rural area and can contribute to the economic and social development of the rural area[6]. There are rural talents in many fields. Agricultural science and technology talents, rural management talents, rural practical talents, rural public service talents, etc. This study suggests that agricultural technology talents can provide technical support for agricultural production, promote advanced agricultural technologies and varieties, improve agricultural production efficiency and quality. Rural management talents are good at grasping market laws, organizing and managing rural production and operation activities, and promoting rural industrial development. Rural practical talents have rich practical experience in agricultural production, processing, sales and other links, which are important forces for rural economic development. Rural public service talents such as teachers and doctors provide basic education, medical care and other public services for rural residents to safeguard their basic rights and interests.

3. The causes of talent support for rural revitalization

3.1 Weak rural talent perception: Traditional cognitive shackles and deviated development positioning

In Yunnan Province, influenced by the historical inertia of the concept of "valuing cities over rural areas", the impression of "rural = backward" under the urban-rural dual structure is deep, resulting in an imbalance in the allocation of human resources[7]. For example, the deviation in the orientation of rural education leads to a shortage of agricultural technical talents, and the inheritance of rural culture is worrying as it is regarded as "outdated" due to the process of modernization; The current talent evaluation system is single and overly emphasizes explicit indicators, making it difficult to be certified as "local experts" and the social recognition of returning talents low, reflecting the distortion of social cognition. At the same time, there is a "last mile" gap in policy promotion, cognitive bias among grassroots cadres, simplification of talent work, and the policy promotion is mostly administrative discourse, lacking farmers' subjectivity. We need to draw on the working methods in ethnic areas to enhance farmers' sense of participation.

In some mountainous villages, some villagers are good at traditional hand weaving skills and can produce exquisite and local characteristic woven goods, but they think this is just a "minor effort" and do not realize that this is a talent resource that can be transformed into economic value, let alone consider the innovation and development that college education graduates can bring in this regard. So when college graduates come to the countryside, villagers may doubt their ability and even feel that they are "out of touch" and have difficulty integrating into rural life, thus psychologically rejecting such talents[8]. From the perspective of village officials, some of them lack a deep understanding of talent strategies. When formulating rural development plans and policies, more emphasis is often placed on hardware aspects such as infrastructure construction and industrial development, while the core element of talent is overlooked. They fail to fully recognize the important role that college education graduates can play in rural education, cultural inheritance, social governance, etc. When it comes to the issue of rural talent, there is a mentality of "waiting, relying and asking", and no active measures have been taken to discover and cultivate local talent, nor to actively attract external talent, especially college education graduates. For instance, when developing the characteristic tourism industry in rural areas, officials have paid more attention to the construction and promotion of scenic spots, but have neglected the cultivation of professionals in tourism services, cultural interpretation, etc., and have not thought of introducing graduates majoring in tourism management, cultural education, etc. from colleges and universities to enhance the quality and cultural connotation of rural tourism. In addition, public opinion has not paid enough attention to and promoted rural talents. The media tend to focus more on urban talent and innovation achievements, with relatively less coverage of rural talent. This makes rural talents less well-known and influential in society, further undermining social recognition and respect for them, and also affecting their sense of achievement and belonging. For college graduates majoring in education, they may think that working in rural areas is difficult to

gain social attention and recognition, and their career prospects are limited, and thus they are reluctant to devote themselves to rural development.

3.2 Inadequate talent policy support in rural areas: Mismatch between institutional supply and demand

The current talent policies in Yunnan Province are characterized by "departmentalization", with departments such as human resources and social security, agriculture, and education each leading special programs, but lacking overall coordination. For instance, the "Three Supports and One Assistance" program overlaps with the "Ten Thousand Talents Revitalizing Ten Thousand Villages" initiative in terms of job positions and benefits guarantees, making it difficult for grassroots units to allocate resources effectively[9]. In terms of talent cultivation policies, there are problems such as an imperfect cultivation system and a disconnection between the cultivation content and the actual demand. Rural talent cultivation in Yunnan Province mainly relies on agricultural colleges, vocational colleges and some training institutions, but the training models and curriculum Settings of these institutions are often rather traditional and lack pertinence and practicality. For college education graduates, there may be a certain gap between the knowledge and skills they acquire at school and the actual needs of rural areas. For example, in rural education, some college education graduates, despite having a rich theoretical knowledge of education, may encounter problems such as unsuitable teaching methods and significant differences in student foundations during rural teaching, and the existing training policies do not provide effective solutions to these problems. At the same time, the insufficient investment in rural talent cultivation also limits the scale and quality of cultivation. Some rural areas, due to limited economic conditions, are unable to provide sufficient financial support for talent cultivation, resulting in backward training facilities and weak teaching staff, which affects the effectiveness of talent cultivation. In terms of talent incentive policies, the incentives are not diverse and effective enough. At present, the incentives for rural talents in Yunnan Province mainly consist of material rewards such as bonuses and subsidies, but are relatively weak in terms of spiritual incentives and career development incentives. For college graduates majoring in education, they need not only material rewards, but also recognition and respect from society, as well as more opportunities and space for career development. For instance, some outstanding college education graduates who have worked in rural areas for many years have shown low work enthusiasm and even talent loss due to the lack of promotion channels and career development space. In addition, the implementation of talent incentive policies has been inadequate, with some policies being discounted or not implemented during the process, which has also affected the incentive effect of the policies.

3.3 Severe brain drain in rural areas: A vicious cycle under the push-pull effect

The problem of brain drain in rural areas is more prominent in Yunnan Province, and talents such as college graduates majoring in education are also inevitably affected by this trend, which is mainly related to factors such as the economic development level, employment opportunities and living environment in rural areas. In terms of economic development level, some rural areas in Yunnan Province have relatively lagging economic development, with a single industrial structure mainly based on traditional agriculture, lacking the development of emerging industries and modern service industries. This results in limited employment opportunities and low wages in rural areas, making it difficult to meet the demands of college education graduates for career development and economic income. Many educated and skilled young people choose to work and live in cities in pursuit of a better life and development opportunities. For example, in some remote mountainous villages, young people have difficulty earning a stable income by farming because of the low efficiency of agricultural production, and they have to leave their hometowns to work or start businesses in cities. Even if some college education graduates are willing to work in rural areas, in the long term, due to the slow economic development in rural areas, they may choose to leave for reasons such as limited career development and slow income growth. The lack of job opportunities is also a major cause of the brain drain in rural areas. There are few and small businesses in rural areas that can provide limited job opportunities. Moreover, the technical content and management level of rural enterprises are relatively low, and the demand for talents is mainly concentrated in some low-skilled and low-level positions, unable to provide a platform for high-level talents such as college education graduates to exert their talents. For instance, some agricultural product processing enterprises in rural areas have backward production techniques, outdated management models, and lack of investment in technological innovation and talent cultivation, which makes it difficult for enterprises to attract and retain high-quality talents. College education graduates may not be able to apply their expertise and skills in

these enterprises, and thus choose to work in urban enterprises with greater development potential.

4. Pathways for Universities to Serve the revitalization of rural talent

4.1 Clear goal orientation and strengthen the "reserve pool" of local talents

4.1.1 Build a well-structured disciplinary ecosystem based on its own characteristics

Yunnan Province has rich and diverse natural resources and unique ethnic cultures. In the process of serving the revitalization of rural talents, universities should fully base themselves on their own characteristics and build a well-structured disciplinary ecological layout. On the one hand, disciplines and majors should be set up in line with the advantages of Yunnan's agricultural industry. Yunnan is a major agricultural province with many characteristic agricultural industries, such as Pu 'er tea, flowers, coffee, Chinese medicinal materials, etc. Colleges and universities can offer related disciplines, majors and courses around these characteristic industries. For example, in agricultural colleges and universities, a major in Pu 'er tea planting and processing can be established to conduct in-depth research on the variety improvement, cultivation techniques, processing techniques and quality inspection of Pu 'er tea, and to cultivate professionals specializing in the Pu 'er tea industry. At the same time, for the flower industry, specialties such as flower cultivation, flower breeding, and flower marketing are offered to provide comprehensive talent support for the development of the flower industry. Through the establishment of these characteristic disciplines and specialties, the talents cultivated by colleges and universities can be more in line with the actual needs of rural agricultural industries in Yunnan Province, and the matching degree of talents and industries can be improved. On the other hand, we focus on the integration of disciplines. Rural development is a comprehensive systematic project involving economy, society, culture, ecology and many other aspects. Therefore, universities should break down disciplinary barriers and promote interdisciplinary integration in their disciplinary layout. For example, agricultural science should be integrated with information technology, management, cultural studies and other disciplines to offer majors such as agricultural information management and rural cultural tourism development. The talents cultivated in this way will not only have solid agricultural professional knowledge, but also possess the ability in information technology application, management planning, cultural inheritance, etc., and be able to better adapt to the diversified development needs of rural areas. By establishing a well-structured disciplinary ecosystem, universities can reserve a group of talents with professional characteristics and comprehensive capabilities for the revitalization of rural talents in Yunnan Province.

4.1.2 Relying on the educational platform of universities, improve the regular training of local talents at the grassroots level

Colleges and universities, which have abundant educational resources and teaching staff, should rely on this platform to improve the regular training mechanism for local talents at the grassroots level[10]. Colleges and universities can develop personalized training programs based on the actual needs of rural grassroots talents in Yunnan Province. Different training courses and contents should be set up for different groups such as rural cadres, agricultural technicians and rural entrepreneurs. For rural cadres, focus on training in areas such as rural governance, policies and regulations, industrial development planning, etc., to enhance their management capabilities and decision-making levels; For agricultural technicians, strengthen training on new agricultural technologies, new varieties and new methods to enhance their professional skills; For rural entrepreneurs, provide training in marketing, business management, financial management, etc., to help them improve their business management capabilities. Secondly, adopt a variety of training methods. In addition to traditional classroom instruction, various training methods such as on-site teaching, case analysis, discussion and exchange, and online learning can also be adopted. By improving the regular training mechanism for local talents at the grassroots level, colleges and universities can cultivate a group of local talents that can be retained and utilized for rural areas in Yunnan Province.

4.2 Innovate training models to form a high-quality development system for local talent cultivation

4.2.1 Actively promote the construction of the curriculum system

The curriculum system is the core of talent cultivation. According to the demands of rural industrial development in Yunnan Province, the professional curriculum Settings should be adjusted and optimized, and courses related to rural industries should be added. For example, in the agricultural

major, courses such as planting and processing of specialty agricultural products, planning and management of rural tourism, and operation of rural e-commerce are added to enable students to master knowledge and skills closely related to rural industries. At the same time, we pay attention to the update and practicality of the curriculum content, incorporate new technologies, new achievements and new policies in the agricultural field into the curriculum system in a timely manner, and ensure that the knowledge students learn is in line with the actual needs of rural areas. In addition, the construction of general education courses can be strengthened. General education courses can broaden students' knowledge and horizons, and cultivate their comprehensive qualities and innovative abilities. Colleges and universities should offer general education courses covering multiple fields such as humanities, social sciences and natural sciences, such as rural culture and folklore, rural ecological environment protection, rural sociology, etc., to enable students to learn about the culture, society and ecological environment of rural areas and enhance their comprehensive cognitive ability of rural areas. By building a scientific and reasonable curriculum system, colleges and universities can cultivate local talents with both professional depth and comprehensive quality.

4.2.2 Strengthen practical education

Practical education is an important way to cultivate local talents. Colleges and universities should strengthen the practical education link to enhance students' practical ability and the ability to solve practical problems. Establish stable practical teaching bases. Colleges and universities can establish long-term and stable cooperative relationships with rural enterprises, agricultural cooperatives, rural schools, etc. in Yunnan Province to establish practical teaching bases. For example, we cooperate with characteristic agricultural enterprises to establish agricultural practice teaching bases, allowing students to participate in the production, management and research and development of enterprises, etc. Work with rural schools to establish educational practice bases, allowing students to conduct teaching practice activities in rural schools. Through the establishment of practical teaching bases, students are provided with a real practical environment and practical opportunities. In addition to traditional internships and practical training, a variety of practical teaching activities such as research project practice, social practice investigation, innovation and entrepreneurship practice can also be carried out. For example, we organize students to participate in research projects related to rural industrial development, allowing them to exercise their innovation ability and problem-solving skills in research practice; We conduct social surveys in rural areas to enable students to gain a deeper understanding of the society, economy, culture, and other aspects of rural areas, and provide decision-making recommendations for rural development; We encourage students to actively participate in innovation and entrepreneurship practice activities, apply their learned knowledge to practical projects, and cultivate their entrepreneurial awareness and abilities.

4.3 Strengthen the construction of the team of young talents in rural areas

4.3.1 Implement the Special Post Teacher program

The Special Post Teacher Program is an important measure to address the shortage of rural teachers and improve the level of rural education. When recruiting, full consideration should be given to the actual needs of rural education in Yunnan, and precise job positions and professional requirements should be set. Yunnan's rural areas are rich in ethnic minorities and culture. When recruiting special post teachers, it is appropriate to add positions related to the background of ethnic cultural inheritance and education, so as to better carry out ethnic cultural education, inherit and promote the excellent traditional culture of rural areas, and promote the special post teacher program through multiple channels to attract college graduates to apply. We Use the employment guidance centers of colleges and universities, the official websites of education departments, social media platforms, etc. to introduce the policy benefits, working environment and development prospects of the program in detail to increase its popularity and appeal. Comprehensive and systematic pre-service and in-service training should be provided for newly recruited special post teachers. The pre-service training focuses on rural education and teaching, student psychological characteristics, rural education policies and regulations, etc., so that special post teachers can adapt to rural education and teaching work as soon as possible. The subject specialties and teaching needs of special post teachers determine the implementation of in-service training. Regularly organize special training sessions, teaching seminars, observation and learning activities, etc., to continuously enhance the teaching ability and professional quality of special post teachers. In response to the common situation of weak English teaching in rural schools in Yunnan Province, English special post teachers are organized to participate in English teaching skills training and English cultural exchange activities to improve their English teaching proficiency. It is necessary to establish and improve the incentive mechanism and guarantee system for special post teachers. In

terms of salary and benefits, it is necessary to ensure that the income of special post teachers is not lower than that of local public teachers of the same conditions, and social insurance and housing provident fund are paid as required. In terms of career development, clear promotion channels and development space should be provided for special post teachers. They should be encouraged to teach in rural areas for a long time. Special post teachers with outstanding performance should be given priority in professional title evaluation and commendation, and opportunities to exchange and study at quality schools in cities should be provided to broaden their horizons and career development paths.

Yunnan Province has established a full-chain mechanism for attracting, cultivating and retaining talents in rural education through the "Special Post Teacher Program". Since its launch in 2006, a total of 82,000 special post teachers have been recruited, covering 129 counties and districts across the province, with more than 90 percent assigned to schools in mountainous and semi-mountainous areas. To solve the problem of "retention", Yunnan Province has innovatively implemented the "three priorities and two guarantees" policy: priority in title evaluation and appointment, and special post teachers who have completed their service period can be directly recognized as first-level teachers in primary and secondary schools; Career development is given priority. Those who perform well will be included in the county-level education talent pool and trained as potential principals. Living security is given priority. Special post teachers in western Yunnan border counties receive an average monthly subsidy of 2,000 yuan and are provided with temporary accommodation. In Gongshan County, Nujiang Prefecture, Li Qingmei, a special post teacher, has been rooted in Dulongjiang Township for nine years, leading students to create "Dulong Language Textbook under the Rainbow", which has increased the enrollment rate of school-age children in the local area from 75% to 100%. What's more notable is the "Silver Age Teaching + Special Post Teachers" relay model, where retired teachers from Panlong District, Kunming City, pair up with special post teachers to pass on educational ideas through the "Blue and Green Project". The data shows that the retention rate of special post teachers at the end of their service period rose from 58% in 2015 to 82% in 2022, boosting the rate of rural compulsory education quality monitoring compliance across the province by 25 percentage points.

4.3.2 Implement the "Three Supports and One Assistance" program

The "Three Supports and One Assistance" program, which includes teaching support, medical support, agricultural support and poverty alleviation, is of great significance to rural grassroots public services and social development in Yunnan Province. There are obvious shortcomings in rural medical care and agricultural technology extension in Yunnan Province, and there is an urgent need for professional talents. The "Three Supports and One Assistance" program can precisely provide such talents to rural areas. In addition to supplementing the teaching staff of rural schools, the volunteer teachers can also guide them to carry out extracurricular interest activities, club organizations and other work to enrich the after-school life of rural students, thereby cultivating comprehensive qualities and hobbies, and organize volunteer teachers to carry out extracurricular interest groups such as music, art, sports, etc., so that rural students can be exposed to diverse art and sports education. In terms of medical support, there are few medical resources and low medical technology levels in rural areas of Yunnan Province. Medical support personnel with professional medical knowledge and skills should be selected to work in rural health centers. Medical support personnel should not only undertake daily diagnosis and treatment work, but also carry out health knowledge promotion, disease prevention and control and other work to enhance the health awareness and self-care ability of rural residents. In addition to cooperating with higher-level medical institutions to establish a remote medical consultation system, rural patients can receive timely diagnosis and treatment advice from higher-level experts. To support agriculture, agricultural professionals are sent to rural areas to promote and guide agricultural technologies. Yunnan Province has characteristic agricultural industries such as specialty fruit cultivation and Chinese medicinal material cultivation, which can provide farmers with training and guidance in advanced planting techniques, pest control techniques, agricultural product processing techniques, etc. This can improve agricultural production efficiency and the quality of agricultural products, and thereby increase farmers' income. In terms of poverty alleviation, personnel who are familiar with poverty alleviation policies and have the ability to plan and manage projects are sent to the countryside to carry out work, to gain a deep understanding of the poverty situation in the countryside to formulate feasible poverty alleviation plans and projects, and to coordinate various resources to promote the implementation of poverty alleviation projects, so as to ensure that the poor people truly benefit and achieve prosperity.

4.3.3 Implement the program for college graduates to grow in the grassroots

College graduates have a high level of knowledge and strong innovation ability. They are an indispensable talent resource for rural development. Implementing the college graduates' grassroots

growth program can guide and encourage more college graduates to work in rural areas of Yunnan Province, adding new vitality to rural development. Positions should be set based on the development needs of rural areas in Yunnan Province and the professional characteristics of college graduates. Grassroots positions should be diverse. In addition to traditional positions such as rural education, medical care, and agriculture, emerging positions such as rural e-commerce operation, rural tourism planning, and rural cultural creativity can also be set up to meet the diversified development needs of rural industries. After the rise of rural tourism in Yunnan Province, rural tourism planning positions should be set up. Attract college graduates majoring in tourism management, marketing, etc. to work in rural areas and provide professional support for the development of rural tourism. When training and training college graduates for grassroots growth, personalized training plans should be formulated, and experienced grassroots cadres should be assigned as mentors to help them get familiar with the grassroots working environment and methods as soon as possible, and a large number of practical training opportunities should be provided for them to participate in key rural projects and work, accumulate work experience and improve the ability to solve practical problems. Yunnan Province builds a full-cycle training system of "selection, training, management and use" to guide college graduates to make achievements at the grassroots level. In the "selection" stage, the "Special Selection Program for Rural Revitalization" was implemented, with 80% of the selection quotas allocated to towns and townships, focusing on selecting professionals in fields such as agriculture, planning, and environmental protection. For instance, Zhang Lu, a selection student from Eryuan County, Dali Prefecture, used her expertise in environmental engineering to promote wetland restoration, increasing the local water quality compliance rate by 35%. At the "nurturing" level, a "mentorship + project experience" mechanism was established. In Huize County, Qujing City, each grassroots growth program participant was assigned one county leader and one technical expert to participate in key projects such as the follow-up support for poverty alleviation through relocation. In terms of "management", a "digital file for young talents at the grassroots level" was developed to dynamically track growth trajectories. Based on this, 52 selected student positions in Longyang District, Baoshan City, were adjusted to achieve a matching rate of 92% between their majors and positions. In the "use" part, breaking the ceiling of promotion at the grassroots level, Guangnan County in Wenshan Prefecture promoted 12 outstanding individuals from the grassroots growth program to deputy positions in towns and townships. Among them, the "Eight Bao Tribute Rice Industry Revitalization Plan" led by 29-year-old Zhuang ethnic cadre Lu Yunfei has increased the income of 23,000 households. The data shows that the three-year retention rate of college graduates participating in the program is 76%, much higher than that of college graduates employed in urban areas during the same period, proving that grassroots experience is becoming an "accelerator" for the growth of young talents.

5. Conclusion

The in-depth advancement of rural revitalization in the new era has entered a new stage of development centered on quality and efficiency, urgently requiring the establishment of a three-dimensional talent support system that is compatible with rural industrial upgrading, ecological protection, and cultural prosperity. At present, rural development faces the dual challenges of a broken traditional talent structure and insufficient innovation momentum. Only through policy guidance, platform building and ecological optimization can we promote precise matching of talent elements with rural characteristic industries, symbiotic cooperation with green ecology and innovative integration with traditional culture, and form a virtuous interaction pattern where the "talent chain" empowers the "industrial chain", "ecological chain" and "cultural chain". Only in this way can the professional advantages and innovative vitality of talents be transformed into the lasting momentum for the comprehensive revitalization of rural areas and provide continuous intellectual support and organizational guarantee for the modernization of agriculture and rural areas.

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