

# Enhancing the Ideological and Political Qualities of Rural Young Teachers Through Party Branch Construction: Value and Pathway

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## Abstract

Rural young teachers are the backbone of developing more fairer and better-quality rural education, and their ideological and political qualities play a dominant role in the qualification structure. Party branch construction holds unique value in promoting the political literacy, ideals and convictions, and noble ethics of rural young teachers. At present, some unfavorable factors exist in Party branch construction that affect the improvement of young teachers' ideological and political quality, such as insufficient attention to young teachers, formalization tendency of theoretical learning, and inadequate implementation of practical educational activities. In response, Party branch can effectively improve the ideological and political qualities of rural young teachers by improving the Party branch pairing mode, building the Party branch study group, and implementing the Party branch joint learning-building.

**Keywords:** rural education, rural young teachers, ideological and political qualities, Party branch construction

## 1. Introduction

In October 2022, General Secretary Xi Jinping emphasized during his inspection in Yan'an, Shaanxi Province, and Anyang, Henan Province that the most arduous and onerous task in building a modern socialist country in all respects still lies in rural areas. Rural young teachers are the backbone of developing more fairer and better-quality rural education, and an important force for promoting the revitalization of rural education and the revitalization of rural areas through education, building a great modern socialist country, and realizing the great

rejuvenation of the Chinese nation. The ideological and political qualities of rural young teachers occupy a dominant position in the qualification structure, which is the intrinsic driving force to propel them to become disseminators of advanced ideology and culture, steadfast supporters of the Party's governance, and mentors for the healthy growth of students.

Enhancing the ideological and political qualities of rural young teachers through Party branch construction is an important measure for the construction of rural teacher teams in the new era. Documents such as the "Rural Teacher

Support Program (2015-2020)" and the "Opinions on Strengthening the Construction of Rural Teachers in the New Era" issued by the Six departments including the Ministry of Education explicitly state the need to "effectively strengthen the Party building work of rural teacher teams" and "strengthen the standardization and regularization of the Party branch of rural schoolteachers." Currently, most of the research on improving the ideological and political qualities of teachers through Party building focuses on the group of university teacher, with less attention given to rural teachers, especially rural young teachers. In light of this, this article intends to take Party branch construction to improve the ideological and political quality of rural young teachers as the core issue, dig deep into the value implications of Party branch construction in improving the ideological and political quality of rural young teachers, clarify the realistic difficulties existing in the process of upgrading, and then construct corresponding countermeasures. The aim is to give full play to the role of Party branch construction in improving the ideological and political quality of rural young teachers in the new era to provide some enlightenment.

## **2. The Value Implications of Enhancing the Ideological and Political Qualities of Rural Young Teachers Through Party Branch Construction**

The Party branches are militant bastions of the Party in the basic units of society. It is not an economic or administrative organization, nor a general social organization, but a political organization. (Editorial Group of Party Branch Work Manual, 2019) The "Regulations on the Work of Branches of the Communist Party of China (Provisional)" explicitly states that one of the basic tasks of the Party branch is to do a good job of ideological and political work and awareness work. The Party branch of rural teachers is an advanced force in rural society and a grass-roots level political organization of the Party in rural education work. Through political construction, ideological construction and conduct construction, it can enhance the political literacy of rural young teachers, firm up their ideals and convictions, and cultivate their noble professional ethics, thereby promoting a comprehensive improvement in the ideological and political qualities of rural young teachers.

### *2.1 The Political Construction of Party Branches Enhances the Political Literacy of Rural Young*

#### *Teachers*

The political construction of Party branches refers to the sum of all the work in political aspects carried out by Party branches to strengthen its own construction. The Party branch of rural teachers closely follows the requirements of the CPC Central Committee and combines the realities of rural society and schools to carry out the Party's learning and education practices, which provides important support for enhancing the political literacy of rural Party member teachers and creates a fertile soil for enhancing the political literacy of rural young teachers.

Political literacy primarily refers to the political stance that people observe and deal with problems, as well as the political direction people adheres to in speech and actions. (Editorial Group of Principles of Ideological and Political Education, 2018) General Secretary Xi Jinping pointed out, "Teachers must have strong political beliefs, adhere to the correct political direction, be good at viewing issues from a political perspective, and maintain political sobriety in the face of questions of principles, firmly establishing the ideal and belief in socialism with Chinese characteristics." (Xi Jinping, 2020) Party branch construction plays an important role in firming the political stance of rural young teachers, enhancing their political responsibilities, and improving their political abilities. Firstly, the Party branch of rural teachers relies on activities such as "Three Meetings and One Class," Thematic Party Day Activity, and democratic consultation to conduct relevant political theory learning, which can elevate the political positioning of rural young teachers, help them firmly establish Marxist beliefs and beliefs in socialism with Chinese characteristics, and always maintain consistent positions with the Party and the country on questions of principles. Secondly, the Party branch of rural teachers continuously strengthens the construction of political discipline, using high standards and strict requirements to regulate the words and actions of rural young teachers. This enables them to combine conducting oneself and doing thing with imparting knowledge and educating people, to cultivate themselves with Party principles and to enhance their sense of responsibility and political responsibilities. Lastly, by innovating the political teaching model, the Party branch of rural teachers

changes the traditional one-way teaching form, so that rural young teachers can personally participate in all aspects of political learning and can always maintain a high degree of consistency in ideology, politics and action with Comrade Xi Jinping as the core of the CPC Central Committee, and promote the improvement of their political judgment, political understanding and political execution. It is evident that the political construction of Party branches holds significant importance in inspiring the active participation of rural young teachers in rural political life and enhancing their political literacy.

## *2.2 The Ideological Construction of Party Branches Strengthens the Ideals and Convictions of Rural Young Teachers*

“The ideological construction is the fundamental construction of the Party” (Xi Jinping, 2020). Since its establishment, the Communist Party of China has attached great importance to the ideological construction and the primary task of ideological construction is to strengthen the ideals and convictions of Party members. The Party branch of rural teachers strengthens the study and implementation of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and enhances the theoretical armed forces of Marxism, which helps rural young teachers systematically master Marxism as their core competence, enables them to withstand various difficulties in relatively arduous environments, firmly serves for the rural education cause in our country wholeheartedly and strives for the ideals and convictions in comprehensively building a modern socialist country.

General Secretary Xi Jinping has repeatedly emphasized the importance of ideals and convictions, stating that wavering in ideals and convictions is the most dangerous wavering and sliding in ideals and convictions is the most dangerous slide. Ideals and convictions, as a kind of value concept, belongs to non-intellectual factors in the cognitive process and are not innate cognitive abilities. People can only cultivate them through postnatal learning, cultivation, and education in the process of socialization. (Pan Ye & Wang Wei, 2019) The sense of recognition of the Party’s principles and policies and the belief in dedicating oneself to rural education do not spontaneously form in rural young teachers. They need continuous cultivation and education. On one hand, the

Party branch of rural teachers combines the resolution of ideological issues with the resolution of practical problems by holding symposiums, carrying out individual talks and exchange of experience, etc., strengthening the education and guidance of rural young teachers, deepening their understanding of the current situation of rural society in China, and helping rural young teachers to establish a correct world outlook, outlook on life and values. To make them consciously become a firm believer and faithful practitioner of the great ideal of communism and the common ideal of socialism with Chinese characteristics. On the other hand, the Party branch of rural teachers, through the reasonable use of incentive education methods, primarily through spiritual motivation, continuously strengthens the publicity and reporting of exemplary deeds of rural teachers, especially young teachers, within and outside the Party. This establishes a model image of rural young teachers in the whole society and enhances rural young teachers’ professional pride. Supplementing with material incentives, caring for the material interests of rural young teachers and implementing necessary material rewards can make rural young teachers have a sense of gain in their work and recognize their own profession. In summary, rural young teachers are at a stage of comprehensive development in terms of physiology, psychology, and personality socialization. At the same time, they are located in rural areas with relatively backward economic and cultural development, where there is a significant difference between reality and ideal life. They are prone to being tempted by material interests and falling into erroneous concepts such as materialism, hedonism, and extreme individualism. Therefore, the ideological construction of Party branches plays an important role in helping them firm their ideals and convictions.

## *2.3 The Conduct Construction of Party Branches Cultivates the Noble Professional Ethics of Rural Young Teachers*

The conduct of the Party refers to the tendencies of attitudes and behaviors demonstrated by a certain number of Party members or organizations in their thinking, learning, work, leadership, organization, and life. Conduct construction is an eternal theme of Party building. Teachers bear the sacred mission of moral cultivation and training personnel, and they possess unique professional characteristics.

Every word and action of rural Party member teachers are highly concerned by various sectors, showcasing the spiritual demeanor of rural teachers to the entire rural community and even to society as a whole. At the same time, Bandura's social learning theory holds that human behavior stems from observation and imitation. As rural young teachers have recently entered the field of education, the majority of their behaviors in work and life are derived from imitation of experienced teachers. Therefore, the conduct construction of the Party branch of rural teachers not only relates to the image of rural teachers, but also plays a crucial leading role in shaping the professional ethics and demeanor of rural young teachers. Primary-level Party organizations should take the opportunity to promote noble professional ethics, create a favorable atmosphere that revalue teachers' ethics, normalize teachers' conduct and cast teachers' souls. (Qu Shaifeng, 2020)

In terms of ideological style, the Party branch of rural teachers actively takes the lead in guiding rural young teachers to strive for the study of the Marxist scientific worldview and methodology. This helps them to rectify their professional ethics and demeanor, making dedication to their work become a self-requirement and educating students become a conscious behavior. (Meng Dajun, 2021) In terms of academic style, the Party branch of rural teachers provides opportunities and an environment for rural young teachers to learn, promoting the simultaneous development of their professional skills and ideological and political qualities and make efforts to cultivate rural young teachers into outstanding teachers with exceptional technical expertise and exemplary character. In terms of work style, the Party branch of rural teachers continuously improves teacher codes of conduct and relevant regulations to promote equal treatment of students and nurturing their growth. They also serve as role models in educational and instructional work, setting examples for rural young teachers. In terms of leadership style, the Party branch of rural teachers, through the demonstration of the "three styles" of integrating theory with practice, closely connecting with the masses, and engaging in criticism and self-criticism, engages in equal dialogue with rural young teachers. This breaks the style of "authoritarian leadership" in old

mindsets and establishes a new image of leadership in the new era, bringing them closer to rural young teachers. In terms of lifestyle, the Party branch of rural teachers, through conducting integrity education and improving the system of conduct, enhances the consistency between the words and actions of Party member teachers in their work and life. This promotes the emulation of advanced behavior by rural young teachers and encourages them to hold themselves to high standards in their daily lives, cultivating their own professional ethics.

### **3. The Existing Issues in Enhancing the Ideological and Political Qualities of Rural Young Teachers Through Party Branch Construction**

As mentioned above, good Party branch construction plays a positive role in enhancing and developing the political literacy, ideals and convictions, and noble professional ethics of rural young teachers. However, there are currently several issues in the work of Party branches for rural teachers in our country that hinder the improvement of the ideological and political qualities of young teachers. These issues include insufficient attention to young teachers, formalization tendency of theoretical learning, and inadequate implementation of practical educational activities.

#### *3.1 Insufficient Attention on Young Teachers by Party Branches*

The primary premise of using Party branch construction to enhance the ideological and political qualities of rural young teachers is to value and reuse the youth. During the traditional societal era, limited by the level of productive forces, rural teachers, as a minority of intellectuals in rural society, naturally acted as the role of local elites, such as the roles of spokespersons for rural culture, bearers of rural customs and ethics, and helpers in rural governance. (Xiao Zhengde, 2020) However, with the development of science and technology, rural teachers are no longer the sole source of information and knowledge in rural society. In particular, rural young teachers are generally too young in age, lack of experience, and have a weak voice and presence in rural society. As a result, the Party branch of rural teachers is easy to ignore the care and cultivation of young teachers.

On one hand, Party branches of rural teachers do not give enough attention to the actual



conditions of young teachers. Nowadays, the youngest rural young teachers in our country are mostly from the “post-95” and “post-00” generations, “are young people who grew up under specific historical conditions, they are faced with the objective environment of reform and opening up, accept all kinds of information at home and abroad, broaden their minds, have the courage to think and explore diligently, and have more new pursuits.” (Zheng Yongting (ed.), 2010) It presents completely different characteristics from the previous generation of teachers in their youth. However, as the intersection between the Party branch of rural teachers and the current young teachers is often only at the working level, the understanding of the Party branch of rural teachers is still stuck in the past, and the new characteristics and new situation of the development of contemporary rural young teachers are not grasped enough, and the actual situation of rural young teachers is not understood enough. As a result, it is difficult for rural young teachers to get care and assistance from Party organizations in time, and it is easy to have ideological fluctuations.

On the other hand, there is insufficient cultivation of rural young teachers by Party branches of rural teachers. Despite the repeated emphasis by the government on valuing and reusing the youth, in the actual governance of rural areas, some regions are still influenced by the concept of “respect for the elderly”, and there are phenomena such as promotion according to status, “education departments and schools do not pay enough attention to the ideological and political education of young rural teachers, and the supply of ideological and political education resources for rural teachers is insufficient.” (Sun Xiying, 2016) Party branches of rural teachers, whether in the selection and appointment of rural teachers or in the evaluation of professional titles, often rely solely on the length of teaching experience as the main criterion, without providing targeted institutional safeguards for the development of outstanding young teachers. This lacks emphasis and cultivation for rural young teachers and seriously undermines their work enthusiasm, leading to the emergence of a “lying flat” mentality and weakening their inherent drive for independent learning and continuous improvement.

### *3.2 Formalistic Tendency in Party Branch Theoretical Learning*

Political firmness comes from theoretical sobriety. General Secretary Xi Jinping emphasized at the mobilization conference on Party history study and education the need to resolutely overcome formalism, prevent perfunctory actions for the sake of completing tasks, avoid phenomena like being physically present but mentally absent, prevent repeating what the book says and avoid talking through your hat for the sake of attracting attention. With the multitude of daily affairs in grass-roots level rural schools, Party branches of rural teachers, as common units for carrying out work in rural schools, often neglect the importance of theoretical learning due to insufficient manpower and limited energy. They treat theoretical learning perfunctorily, exhibiting a significant formalistic tendency that greatly hinders the improvement of the ideological and political qualities of rural young teachers.

The formalistic tendency in theoretical learning by Party branches of rural teachers is mainly manifested in two aspects. Firstly, the theoretical learning of Party branches only involves a simple repetition of national policy documents and the phenomenon of repeating what the book says is serious. In order to reduce the burden of work, the Party branch of rural teachers did not consider the actual situation of rural young teachers in theoretical learning, but simply repeated the superior documents, the learning content was too general, did not provide effective answers to the problems encountered by young teachers, did not help young rural teachers strengthen their willingness to teach, and improve their ideological and political quality, resulting in the presence of young teachers but their hearts were not present. The Party branch “owned the youth” but failed to “win the youth.”

Second, the Party branch emphasizes publicity and makes light of practical results in theoretical learning. With the development of the all-media era, promotional work has become an important component of evaluations of each unit. In order to do a good job of image publicity, the Party branch of rural teachers overemphasizes video recording when carrying out ideological work, and seriously neglects the value of theoretical learning itself. Some Party branches even asked teachers to take off their coats for a slogan and take a photo for another learning activity in order to make up for materials or propaganda. The content arranged for teachers to learn by

themselves is also checked by means of photo feedback, and they only learn for the purpose of completing the collection of materials, without paying attention to and supervising the actual learning effect. The formalistic tendency in theoretical learning by Party branches of rural teachers has had a negative impact on the ideological state of rural young teachers. Some young teachers may develop feelings of boredom and resistance during this process, which leads to the decline of their ideological and political quality.

### *3.3 Insufficient Implementation of Party Branch Practical Education Activities*

General Secretary Xi Jinping emphasized the significance of practice for young people in the report of the 20th National Congress of the Communist Party of China. He pointed out that most young people should aspire to be good young people in the new era who have ideals, dare to take responsibility, can bear hardships, and are willing to struggle, so that youth can bloom gorgeous flowers in the fiery practice of comprehensively building a modern socialist country. Under the background of the central government's vigorous promotion of practical education, rural departments at all levels have successively carried out various practical education activities to help rural young teachers adapt to rural society faster and better. However, in the concrete implementation process, due to the imperfect system at the grass-roots level and the lack of solid and thorough theoretical learning, there have been problems such as the lack of strong organizational leadership and the lack of integration with concrete practice. This makes the implementation of the practice education of the Party branch of rural teachers unsatisfactory.

In terms of organizational leadership, the Party branch of rural teachers lacks the system of the first responsible person in practical education activities, and the leader who is available among the leaders takes charge, and the appointed leader is often arranged temporarily and does not understand the specific arrangement of practical activities, which seriously reduces the effectiveness of practical education activities. At the same time, there is also a lack of strong mechanism to guarantee the degree of participation of teachers. Some Party members have more interpersonal communication in the rural acquaintance society, and often do not participate in the practical activities of the Party

branch on the grounds of personal affairs when carrying out practical activities, which affects the implementation effect of practical education activities.

Regarding the integration with concrete realities, the practical education activities carried out by the Party branch have a low correlation with the work and life of rural young teachers, and only pursue the speed of activities in order to complete the tasks of the superiors, ignoring the quality of activities, and failing to implement the inherent requirements of various activities. In fact, different from ideological education and theoretical education, practical education needs to invest more time and energy to participate in it in person in order to play the real role of practice. The low combination of practice and reality leads young rural teachers to regard practical education as a time-consuming activity, and their willingness to participate is not strong. The dual factors of the lack of organizational leadership and the lack of integration with the concrete practice make the practical education activities of the Party branch of rural teachers not fully implemented, resulting in the positive role of practical education activities in improving the ideological and political quality of rural young teachers difficult to really play.

## **4. Exploring the Path to Enhancing the Ideological and Political Qualities of Rural Young Teachers Through Party Branch Construction**

In view of the practical problems in enhancing the ideological and political qualities of rural young teachers through Party branch construction, Party branches of rural teachers should fully leverage their unique advantages of extensive coverage of work and strong penetration of work content. By improving the Party branch pairing mode, building the Party branch study group, and implementing the Party branch joint learning-building, and other important initiatives, the effectiveness of Party branch construction in enhancing the ideological and political qualities of rural young teachers can be continuously enhanced and then effectively promote the overall improvement of the ideological and political qualities of rural young teachers in the new era.

### *4.1 Improving the Party Branch Pairing Mode to Propel Outstanding Young Rural Teachers to Join the Party*

The "Opinions on Strengthening the

Construction of the Rural Teacher Team in the New Era" clearly states the importance of developing Party members among outstanding rural young teachers. Promoting excellent young rural teachers to join the Party is an important prerequisite for Party branch construction to improve the ideological and political quality of rural young teachers, and an important initiative to understand young people and carry out youth work. Rural teacher Party branches can explore and improve the model of "one outstanding Party member teacher pairing with one outstanding young teacher," becoming confidants to young friends. This will strengthen Party branch's care and cultivation to young teachers and promote the admission of outstanding rural young teachers into the Party.

Firstly, improving the Party branch pairing mode largely needs Party member teachers to enhance their care for young teachers. This requires the Party member teachers responsible for the pair contact work to care about youth, love youth, and take the initiative to strengthen the guidance and help of young teachers in education, teaching and daily life. Specifically, by establishing a "virtual Party branch" and organizing young teachers to simulate "three meetings and one lesson", young teachers in rural areas can feel the warmth of the Party organization in the new working environment, establish trust in the Party organization, and actively move closer to the Party organization. At the same time, this also sets higher requirements for the professional and ideological and political qualities of Party member teachers responsible for the paired connections. Professional skill quality is the basic skill of teachers, Party member teachers need to constantly improve their education and teaching skills, so that young teachers truly recognize the ability of Party member teachers from the bottom of their hearts. There is no clear quantitative indicator of ideological and political quality, some people talk about a set of actual do a set, so it is necessary for the Party branch to strengthen external supervision, and urge Party members teachers to always strictly demand themselves with the standard of excellent Party members, and play an exemplary and vanguard role to lead young teachers.

Secondly, relevant departments should provide effective institutional guarantees for the development and cultivation of young teachers. Firstly, Party branch of rural teachers can rely on

outstanding Party member teachers to carry out targeted teaching training for young teachers at various stages of the pair connections, ensuring that young teachers have the conditions to enhance their own abilities regardless of whether they join the Party. Second, in the development of young teachers, we should avoid "solely focusing on academic scores" or "teaching performance", make multi-level and all-round assessment of the development of young teachers, based on the actual development of young teachers, grasp the objective law of young teachers' growth and talent, and formulate a targeted assessment system mechanism for young teachers to join the Party. At the same time, due to the heavy work of rural teachers in China, "in most rural schools, a teacher not only undertakes the daily management work of a class, but also undertakes the teaching tasks of multiple classes or multiple disciplines." In addition, in the case of serious loss of rural teachers, some remaining rural teachers also need to take on a variety of administrative positions such as vice principals, educational directors or grade leaders" (Huang Xiaoqian & Cheng Lianghong, 2019), so it is necessary to properly adjust the work of relevant teachers, link the pair work with teachers' career development, and give proper preference to professional title evaluation and year-end performance. In order to encourage Party members teachers to take this work seriously, the pair contact work can not become an additional work burden for teachers of Party members.

#### *4.2 Building Party Branch Study Groups to Enhance the Political Theory Level of Rural Young Teachers*

General Secretary Xi Jinping has repeatedly emphasized that learning Marxism requires true learning, true understanding, true belief, and true application. It is not sufficient to only know that the bourgeoisie fall and the victory of the proletariat are equally inevitable without understanding the specific content of scientific socialism. Party branches of Rural teacher can, to a certain extent, reverse the tendency of formalized theoretical learning and effectively enhance the effectiveness of theoretical learning by implementing strategies such as constructing Party branch study groups, innovating political theory learning methods, increasing the participation of rural young teachers in theoretical learning, and establishing relevant management systems, then improve the level of

political theory of rural young teachers.

First of all, the Party branches of rural teachers should grasp the new characteristics of the growth of young rural teachers in the new era, break the traditional single-theory teaching, comprehensively use a variety of new media means, and innovate the learning mode of political theory in combination with the actual situation. "Young people growing up in the Internet era, their discourse system has very obvious personalized characteristics, among which the expression of quadratic and cute is the most obvious, they are more focused on the use of a sense of form, relaxed way to express their political demands and experience, representative of 'Na Tu' and 'Zhong Hua Jia' (Jia Libo, 2020). The Party branches of rural teachers should be good at innovating discourse methods with the help of various forms of new media, and carry out theoretical propaganda and education through animation, rap songs and other forms that young people are willing to accept, so as to promote the youth spread of Marxism and transfer scientific theoretical knowledge to rural young teachers.

Furthermore, the Party branch study groups should promote rural young teachers to actively participate in learning, creating a conducive learning atmosphere and providing reliable study teams to assist them in engaging in political theory learning and improving their ideological and political qualities. This can be achieved through specialized lectures by experienced Party members for young Party members, intra-Party study and exchange meetings, and group seminars. By narrowing the scope of learning activities and increasing the participation of rural young teachers in political theory learning, they can truly integrate into every aspect of the learning process, avoiding "hanging up" learning—physically present but mentally absent.

Finally, to reflect the Party's advanced nature, the Party branch study group also needs to have relevant institutional constraints, rewards and punishments, etc., to avoid stopping learning on the surface and giving up halfway. The Party branch can specify the frequency of learning and the content and form of learning each time, and can also take incentive-based education between learning groups, and give spiritual and material rewards to the excellent groups and members, so as to improve the enthusiasm of rural young teachers for learning.

#### *4.3 To Implement Party Branch Joint Learning-Building, and to Help Rural Young Teachers Integrate into Rural Society*

"The practical point of view is the first and fundamental point of epistemology of dialectical materialism" (Mao Zedong, 1991). In view of the inadequate implementation of practical education activities in the Party branches of rural teachers, we can mobilize the enthusiasm of rural young teachers to participate in practical education and integrate into rural society by carrying out normalized and institutionalized joint learning-building activities with other grass-roots level Party organizations in rural areas.

To implement the Party branch joint learning-building, the first is to carry out normal labor education. The new era puts forward the requirement of all-round development of moral, intellectual, physical, aesthetic and labor for young people, and the importance of labor becomes increasingly prominent. Only by establishing a correct view of labor can young teachers in rural areas resist the erosion of hedonism and other decadent ideas, and can they feel the significance of labor in their own practice. "Migratory" rural young teachers who constantly shuttle between work and life have been generally separated from rural society. In addition, under the long-term infiltration of urban culture, their urban characteristics are obvious, resulting in the serious absence of their rural characteristics. (Zhou Zheng & Zhou Jing, 2023) The Party branches of rural teachers can jointly carry out agricultural practice activities with the Party branch of rural on a regular basis, so that young rural teachers can go into the fields to help villagers complete productive labor, understand the daily life of villagers, and know the real rural society.

The second aspect is to carry out institutionalized volunteer service activities. Participation in rural volunteer activities, on the one hand, can stimulate the dedication of rural young teachers to take the initiative to do good deeds for the villagers, so that rural young teachers can timely understand the development of rural society and grasp the development direction of rural society. On the other hand, it can also make the villagers more recognize the rural young teachers and enhance the status of rural young teachers in rural society. The Party branches of rural teachers can establish long-term institutional and standardized



relations with the Party branch of rural organs, and promote the volunteer work of rural young teachers in rural economic, sports, cultural and social public activities.

The third is to carry out social investigation in combination with occupational characteristics. There are various kinds of social enterprises scattered in rural society, which play a significant role in the development of rural society and are an important part of rural society. On the one hand, the Party branch of rural teachers can invite the Party branch of enterprises to visit and study in the Party branch of rural teachers, and carry out joint education with the Party branch of enterprises, so that rural young teachers can fully show themselves in the process of communicating with the outside world and enhance their own professional identity. On the other hand, it can also carry out joint learning-building activities with the relevant Party branch of enterprises, organize rural young teachers to visit and study inside enterprises, understand the development of various industries, feel the thinking mode of another profession, and improve themselves by taking the strengths of others.

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