

The Value, Connotation, and Influencing Factors of the Regional Adaptability of Publicly-funded Normal Students

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Abstract: *As education talents trained under specific conditions, the regional adaptability of public-funded normal students directly affects the balanced distribution of education resources and the improvement of education quality. This article aims to explore the connotation of regional adaptability of publicly-funded normal students, analyze its influencing factors, and propose corresponding improvement strategies, in order to provide theoretical support and practical guidance for the cultivation of publicly-funded normal students and the optimization of regional education.*

Keywords: Government-sponsored normal students, Regional adaptability, Connotation, Influencing factors.

1. Introduction

The revitalization of rural education is the basic project for the implementation of the rural revitalization strategy. Rural teachers are the backbone of rural education revitalization. Currently, 85% of primary schools and 77% of junior high schools in China are located in rural areas (including towns and villages) [1]. China encourages local governments and relevant institutions to adopt targeted enrollment, targeted training, regular service, and other methods according to local conditions to cultivate 'specialized and versatile' teachers for rural schools and teaching points, and give priority to meeting the needs of teachers in remote, poor, and border areas. As an important part of China's teacher education reform, the education of public-funded normal students has always carried the historical mission of providing outstanding talents for basic education. Especially for the development of education in rural and remote areas, the policy of publicly-funded normal students has played a pivotal role. In recent years, with the increasing emphasis on educational equity and the optimization of educational resource allocation, the issue of regional adaptability of publicly-funded normal students has gradually become a research hotspot. Since its implementation, the policy of publicly-funded normal students has received high attention and support from the national level. A series of policy documents have been introduced, providing strong policy guarantees for the cultivation and development of publicly-funded normal students. The Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era clearly points out that it is necessary to "strengthen the education of publicly-funded normal students and cultivate a high-quality and professionalized teacher team for basic education". This statement not only emphasizes the importance of education for public-funded normal students, but also closely links it with the development of basic education. The regional adaptability of publicly-funded normal students, as the core of their professional qualities, directly affects whether they can play their due role in the educational practice of the new era and promote the high-quality and balanced development of basic education. In addition, the Action Plan for the Revitalization of Teacher Education also proposes to

"innovate the teacher training model and cultivate a high-quality, professional and innovative teacher team". For the students of the public-funded normal universities, this means that they not only need to have solid professional knowledge and skills, but also need to have an innovative spirit and regional adaptability to cope with the constantly changing educational environment and student needs.

However, for a long time, the public-funded targeted teacher education has been based on urban teachers, ignoring the "local" specificity of public-funded targeted teacher students as quasi-rural teachers, lacking institutional arrangements and training model design based on the actual needs of rural areas, and exhibiting a clear tendency towards "urbanization" and "de-agriculturalization". This has led to a series of problems such as "not adapting to the environment" and "leaving the land and leaving the hometown". In view of this, this article intends to focus on the value of the regional adaptability of current local public-funded normal students, and explore the connotation and influencing factors of regionalization of public-funded normal students, in order to contribute to the reform of education and training for public-funded normal students.

2. The Value of Regional Adaptability of Public-funded Normal Students

In response to the problem of the lack of "local" in the training of public-funded normal students, some scholars have paid attention to and proposed reforms in teacher education models, courses, and teaching materials based on "local" considerations. From the perspective of local knowledge development, such as Li Ming, and the multiple attributes of ethnic teacher education, with the collaboration of multiple subjects, local knowledge in ethnic areas is integrated from three aspects: subject curriculum, practical curriculum, and campus culture construction, to construct local courses for ethnic teacher education. Luo Biqiong and others believe that the purpose of cultivating public-funded normal students in local universities is to promote rural education and boost rural revitalization, but their training model has a clear urbanization tendency. Therefore, based on the history and reality of rural

teacher development, the research team attempts to construct a "4ACCESS" model for public-funded normal students in local universities with local values as the value orientation and systematic methods as the tool, starting from the elements of goals, curriculum, classroom, practice, culture, and conditions. Liang Jieling pointed out that the tendency of public-funded normal students to de-ruralize is fundamentally a manifestation of the lack of public service awareness. The lack of local knowledge in the training program for public-funded normal students in universities is not conducive to the cultivation of their local feelings or their professional development. Therefore, universities should offer practical courses on local cultural research. Ran Li and others believe that in the face of the uniqueness of public-funded normal students coming from the countryside and returning to rural education after graduation, the development of teaching materials should be guided by the central idea of local culture, integrating local nature and local art into it. Through unique local cultural teaching materials, we can promote public-funded normal students to love the countryside, return to the countryside, and take root in rural education

The localization of education originated from the rural school education reform in the United States in the mid-to-late 20th century. Over the past three decades, localized education has developed vigorously, not only further deepening in rural areas, but also gradually extending to urban areas; It not only extends from basic education to all school stages, but also spreads from the United States to other Western countries such as Australia and Canada [7]. Local education is mainly a product of reflection on the negative externalities of industrial civilization, urbanization, and globalization from the perspective of disadvantaged groups. Its essence is to promote the transformation of civilization from industrial civilization to ecological civilization, aiming to help disadvantaged groups and regions form constructive educational fulcrums in the process of coordinating their own development with external trends for positive interaction. David Sobel pointed out that "local education is a process of teaching students language arts, mathematics, social studies, science, and other subjects with local communities and environments as the starting point. It emphasizes practical activities and learning experiences in the real world, and is committed to improving students' academic achievements, strengthening their connections with the communities they live in, enhancing their understanding of the natural world, and helping them become active and contributing citizens [9]." Gregory Smith also believes that "local education is a method of developing curriculum and implementing teaching. This method directs students' attention to local culture, phenomena, and important issues, and uses these as a foundation for students' learning in school. In addition to helping students' academic development, teachers who adopt local education also closely link students' learning with environmental management and community development [10]."

The regional adaptability of publicly-funded normal students refers to the adaptability, integration, and developmental abilities that publicly-funded normal students demonstrate when facing different regions and educational environments. This ability is of great value for the personal career development of publicly-funded normal students, the improvement of rural education quality, and the realization of

educational equity. Promoting the study of regional adaptability of publicly-funded normal students in teacher education and training in China is an educational reform attempt that connects the learning of publicly-funded normal students with their local environment, with normal universities as the basic unit, under the guidance of ecological regionalism and sustainable development concepts. The study of the regional adaptability of public-funded normal students is not only helpful for improving the quality of rural schools and the healthy growth of rural students, but also for consolidating the development potential of rural society and serving the revitalization of rural areas.

2.1 Promote the Personal Career Development of Publicly-funded Normal Students

As education talents trained with government funding, the career development path of public-funded normal students is closely linked to rural education, forming a symbiotic relationship of mutual benefit. They are not only the transmitters of knowledge, but also the promoters of rural education reform and the inheritors of rural culture. Therefore, the regional adaptability of publicly-funded normal students, that is, their ability to adapt to specific rural educational environments and understand the needs and characteristics of rural students, is particularly important.

The improvement of regional adaptability means that the publicly-funded normal students can better integrate into the rural society and establish close ties with rural students, parents and communities. This connection is not just a superficial exchange, but also a deep-seated cultural identity and emotional resonance. By gaining a deeper understanding of rural cultural traditions, social structures, and educational concepts, public-funded normal students can more accurately grasp the needs of rural students in teaching practice, adopt teaching methods that are more closely aligned with the actual needs of students, and thereby improve teaching quality and effectiveness. At the same time, the improvement of regional adaptability will also help public-funded normal students better cope with various challenges in rural education. The relatively complex educational environment in rural areas, limited teaching resources, and diverse student backgrounds all place higher demands on the teaching abilities of publicly funded normal students. Publicly-funded normal students with strong regional adaptability can flexibly respond to these challenges, make full use of existing resources, innovate teaching methods, and provide better education services for rural students.

In the long run, the improvement of the regional adaptability of publicly-funded normal students will have a profound impact on their career development and the sustainable development of rural education. On the one hand, by continuously improving their adaptability to regionalization, publicly funded normal students can grow faster into the backbone of rural education, realizing their personal career values while also contributing greater strength to the development of rural education. On the other hand, their successful experience and teaching model will also become valuable assets for rural education reform and promote the continuous development of rural education.

Therefore, the regional adaptability of publicly-funded normal students is closely linked to and mutually reinforcing with the development of rural education. Only by continuously improving the regional adaptability of public-funded normal students can we achieve a positive interaction and deep integration between the personal career development of public-funded normal students and the overall development of rural education. This requires not only the efforts and exploration of the students themselves, but also the support and assistance of universities, the government, and all sectors of society. Only by forming a joint force can we jointly promote the prosperity and development of rural education.

2.2 Improve the Quality of Rural Education

As a special group of teachers who are supported by national policies and targeted to serve rural education, the arrival of public-funded normal students undoubtedly injects fresh blood into rural schools. These new educators usually have new educational concepts, advanced teaching methods, and passion and dedication to the cause of education. However, education is a complex ecosystem, especially in rural environments with unique cultural, economic, and social backgrounds. The introduction of simple teaching concepts and methods is not enough to bring about profound educational change.

The regional adaptability of publicly-funded normal students is a key factor in their ability to effectively function in rural education environments. Regional adaptability not only includes understanding and integration into the rural social and cultural environment, but also involves a deep understanding of the special needs of rural students, the limitations of rural educational resources, and the expectations of rural communities for education. If the public-funded normal students have strong regional adaptability, they can more flexibly adjust their teaching strategies, closely integrate advanced teaching concepts and methods with the actual situation of rural education, and maximize the teaching effect. Specifically, the adaptability of publicly-funded normal students to regionalization directly affects whether they can effectively stimulate students' interest in learning, enhance their learning ability, and improve their academic performance. Due to various reasons, rural students often have a gap in learning foundation, learning habits, and learning motivation compared to urban students. If government-sponsored normal students can accurately grasp the causes of these disparities and design targeted teaching activities based on the actual situation of rural students, they can significantly improve teaching quality and narrow the educational gap. In addition, the regional adaptability of the publicly-funded normal students is also reflected in their interactions with rural communities, parents and other education workers. Whether they can understand and respect the cultural traditions of rural communities, establish good communication and cooperation with parents, and collaborate with colleagues to promote the overall development of the school are important indicators to measure their regional adaptability. Successful practices in these areas can not only win recognition and support from rural society for publicly funded normal students, but also create a more favorable social environment for the overall improvement of rural education.

Therefore, the regional adaptability of public-funded normal students is the key to whether they can play the greatest role in rural education environment and realize their self-worth and social value. Only with sufficient regional adaptability can the publicly-funded normal students truly integrate advanced teaching concepts and methods into the practice of rural education, thereby bringing substantial improvements to the quality and vitality of rural education. Therefore, universities and governments should pay more attention to the systematic training and practical exercise of their regional adaptability in the process of training public-funded normal students, so as to ensure that they can exert their greatest potential in the future rural education work.

2.3 Promote the Realization of Educational Equity

As an important cornerstone of social equity, educational equity has always been the core goal of educational reform and development. Rural education, as a key link in achieving educational equity, carries the important task of narrowing the gap between urban and rural education and improving the overall level of education. The policy of publicly-funded normal students is an important measure implemented by China to strengthen the construction of rural teacher teams and promote the development of rural education. The regional adaptability of publicly-funded normal students is not only related to whether they can teach steadily and effectively in rural schools, but also directly affects the quality and fairness of rural education. Publicly-funded normal students with strong regional adaptability can integrate into rural communities more quickly, understand the needs and characteristics of rural students, and provide them with more targeted educational services. This personalized educational attention helps stimulate students' interest in learning, improve their academic performance, and narrow the educational gap with urban students. In addition, the stable teaching of public-funded normal students is also an important guarantee for the sustainable development of rural education. Their arrival has brought fresh educational concepts and teaching methods to rural schools, and promoted the reform and innovation of rural education. At the same time, their persistence and dedication have also retained excellent teachers for rural schools and improved the overall strength of rural education.

From a broader perspective, the improvement of the adaptability of public-funded normal students to regionalization has profound significance for promoting social harmony and stability and achieving common prosperity. Education equity is an important manifestation of social equity, and the revitalization and development of rural education is a key link in achieving education equity. By enhancing the regional adaptability of publicly-funded normal students, we can provide more excellent and stable teachers for rural schools, thereby promoting the comprehensive revitalization of rural education. This will not only help narrow the gap between urban and rural education and achieve educational equity, but also provide strong talent support and intellectual guarantee for the economic and social development of rural areas.

The regional adaptability of publicly-funded normal students has a profound impact on the revitalization and development

of rural education. We should attach great importance to the cultivation of public-funded normal students, especially their systematic training and practical exercise in regional adaptability. At the same time, we should also strengthen support and investment in rural education, and create a better working environment and development space for public-funded normal students. Only in this way can we truly achieve the revitalization and development of rural education, promote the realization of educational equity, and make greater contributions to social harmony, stability, and common prosperity.

2.4 Promote the Integration of Rural Culture and Education

The regional adaptability of publicly-funded normal students is also reflected in their understanding and integration of rural culture. They not only need to adapt to the teaching environment of rural schools, but also need to have a deep understanding of the cultural background and values of rural communities. As a special group of teachers who are dedicated to serving rural education, the cultural adaptability of publicly funded normal students plays an irreplaceable role in promoting the deep integration of rural education and culture. Rural communities have unique cultural backgrounds and values, which are valuable resources for rural education. By deeply understanding and integrating into rural culture, public-funded normal students can not only provide more practical and targeted educational services for rural students, but also inject the essence of rural culture into education, thereby enhancing the cultural identity and pride of rural students. Specifically, by participating in cultural activities in rural communities and engaging in in-depth interactions with local residents, publicly-funded normal students can more intuitively experience the charm of rural culture and understand the educational expectations and needs of rural communities. This in-depth cultural experience helps public-funded normal students to more flexibly use rural cultural elements in teaching, design teaching activities with rich rural characteristics, and thus stimulate students' interest in learning and improve their learning effectiveness.

At the same time, the cultural adaptability of public-funded normal students also helps to promote the inheritance and development of rural culture. They integrate rural culture into their teaching, which not only allows students to feel the unique charm of rural culture during the learning process, but also guides students to cherish and inherit their own cultural traditions. This is of great significance for protecting the diversity of rural culture and promoting the innovative development of rural culture.

The regional adaptability of publicly-funded normal students, especially their understanding and integration of rural culture, is of great value in promoting the deep integration of rural education and culture, improving the quality of rural education, and promoting the inheritance and development of rural culture. Therefore, in the training process of publicly-funded normal students, more attention should be paid to the cultivation of their cultural adaptability, providing them with more cultural experiences and practical opportunities, so that they can better integrate into rural society and contribute more wisdom and strength to the

revitalization and development of rural education. At the same time, rural schools and all sectors of society should also create a more relaxed and inclusive working environment for the students, support them to play a greater role in rural education, and jointly promote the prosperity and development of rural education.

3. The Connotation of Regional Adaptability of Publicly-funded Normal Students

The regional adaptability of publicly-funded normal students is a complex and multidimensional concept, which covers the adaptability and development ability of normal students in different regions, cultures, and educational environments. From an academic perspective, this adaptability involves multiple disciplines such as cognitive psychology, education, cultural studies, and sociology. The following will provide a more in-depth academic discussion on the connotation of regional adaptability of publicly funded normal students from three aspects: educational environment adaptability, cultural environment adaptability, and social environment adaptability.

3.1 Adaptability of Educational Environment

From the perspective of cognitive psychology, the adaptability of educational environment refers to the ability of publicly-funded normal students to quickly adjust their cognitive structures and behavioral patterns in the face of different educational environments, in order to adapt to new teaching requirements and challenges. This includes the recognition and acceptance of school facilities, teaching resources, educational concepts, and so on. Publicly-funded normal students need to have flexible thinking and innovative teaching strategies to deal with various problems that may arise in different educational environments.

In the field of education, the adaptability of educational environment also involves the understanding and practice of educational concepts by normal school students. Publicly-funded normal students need to deeply study and understand current popular educational concepts, such as quality education and innovative education, and integrate them into their own teaching practice. At the same time, they also need to flexibly adjust their teaching methods and strategies according to the educational environment of different regions and schools, in order to achieve the best teaching results.

3.2 Adaptability to Cultural Environment

From the perspective of cultural studies, cultural environmental adaptability refers to the ability of publicly funded normal students to communicate across different cultural backgrounds. This includes understanding, respecting and integrating into local culture. Publicly-funded normal students need to have an open cultural mentality and a diverse cultural perspective to appreciate and understand the cultural characteristics and educational traditions of different regions.

In educational practice, cultural environmental adaptability requires that publicly funded normal students be able to select appropriate teaching content and methods based on students'

cultural backgrounds and cognitive characteristics. They also need to pay attention to the cultural needs and learning interests of local students, and actively develop curriculum resources with local characteristics to promote the comprehensive development and personalized learning of students.

3.3 Social Environmental Adaptability

From a sociological perspective, social environmental adaptability refers to the ability of publicly funded normal students to cope with social and educational reforms. This includes insight into social development trends, understanding and implementation of education policies, and response to social emergencies. Publicly-funded normal students need to have keen social observation and judgment to grasp the impact and requirements of social change on education.

In educational practice, social environmental adaptability requires that publicly funded normal students actively participate in educational reform practices and promote innovation and development in education. They also need to pay attention to social hot issues and education reform trends, and constantly improve their professional qualities and educational abilities. At the same time, when facing social emergencies, public-funded normal students need to maintain a calm and rational attitude and quickly take effective measures to ensure the safety of students and the normal progress of education.

In summary, the regional adaptability of publicly-funded normal students is a multi-dimensional and complex concept, involving multiple disciplines such as cognitive psychology, education, cultural studies, and sociology. To enhance this adaptability, normal school students need to focus on cultivating their own innovative consciousness, practical ability, cross-cultural communication ability, and social responsibility. At the same time, educational institutions and government departments also need to provide more practical opportunities and resource support for normal students to promote their professional development and regional adaptability.

4. Factors Affecting the Adaptability of Publicly-funded Normal Students to Regionalization

The regional adaptability of publicly-funded normal students refers to the ability of normal students to quickly integrate and adapt to the educational environment of different regions and schools after graduation, and effectively carry out educational and teaching work. This adaptability is not only related to the personal career development of teacher trainees, but also closely related to the quality and efficiency of the entire education system. However, the formation of regional adaptability of public-funded normal students is not a quick process, but is influenced by a variety of factors. This article will discuss in detail from three aspects: personal factors, school factors, and policy factors.

4.1 Personal Factors

The regional adaptability of publicly-funded normal students is a multi-dimensional and complex concept, which not only involves the adaptation to the external environment, but also has a close relationship with the personal factors of the normal students themselves. These personal factors constitute the internal foundation for public-funded normal students to adapt to new environments and cope with new challenges, and have a profound impact on their career development in rural education.

Firstly, the personal qualities of publicly-funded normal students are the core factors that affect their regional adaptability. This includes the knowledge level, learning ability, and innovative thinking of normal school students. The level of knowledge directly determines whether normal school students can accurately understand and master new teaching concepts and methods; Learning ability is related to whether they can adapt to the new educational environment in a short period of time and acquire new knowledge and skills from it; Innovative thinking is the key to whether normal school students can propose innovative solutions when facing new challenges. A normal school student with solid professional knowledge, good learning ability and innovative thinking can often integrate into the new educational environment faster and inject new vitality into rural education.

Secondly, the professional competence of publicly-funded normal students is also an important factor affecting their regional adaptability. Professional competence covers many aspects such as instructional design, classroom management, and student evaluation, which are challenges that normal school students must face in their daily teaching. A teacher education student with strong professional ability can design a teaching plan that meets the characteristics of rural students based on the actual situation and needs of students; At the same time, they can effectively manage the classroom and ensure the smooth progress of teaching activities; In addition, they can also accurately and comprehensively evaluate students' learning outcomes, so as to adjust teaching strategies in a timely manner and improve teaching quality. The possession of these professional abilities enables normal school students to respond more calmly to various challenges in rural education and to give full play to their professional advantages.

Finally, psychological endurance is also an important part of the regional adaptability of publicly funded normal students. The relatively complex educational environment in rural areas, limited teaching resources, and diverse student backgrounds all place higher demands on the psychological resilience of publicly funded normal students. A normal school student with good psychological quality and ability to resist pressure can maintain a positive attitude in the face of difficulties and setbacks, constantly adjust their state, and find the best way to solve problems. This psychological endurance can not only help normal school students better cope with challenges in the new environment, but also enhance their professional happiness and job satisfaction.

Research has shown that public-funded normal students in local universities generally have a high level of social support, learning engagement, and career values. Social support has a

positive predictive effect on learning engagement, and career values play a partial mediating role in the positive predictive effect of social support on learning engagement. The research results reveal the internal mechanism of how local universities' public-funded normal students perceive social support as a factor in their learning engagement, providing a basis for the cultivation of local universities' public-funded normal students [11]. A study found that long-term tracking research on publicly funded normal students showed that those who excelled in academic performance, professional skills, and psychological qualities adapted to the rural education environment faster after graduation and achieved significant teaching results. These successful cases of excellent normal students show that personal factors play a decisive role in the career development of public-funded normal students.

Therefore, personal factors are the internal foundation of the regional adaptability of publicly-funded normal students. In order to improve the regional adaptability of public-funded normal students, it is necessary to focus on the comprehensive cultivation of their personal qualities, professional abilities, and psychological qualities during the training process. At the same time, more practice opportunities and resource support should be provided for the public-funded normal students to help them continuously improve their adaptability and teaching ability in practice. Only in this way can we cultivate a high-quality and stable team of rural teachers, contributing more wisdom and strength to the revitalization and development of rural education.

4.2 School Factors

As high-quality talents targeted for rural education, the formation of regional adaptability of public-funded normal students is closely related to the quality of training in universities. School factors play a pivotal role in the cultivation of regional adaptability of publicly funded normal students.

Firstly, the considerations of universities in curriculum setting have a profound impact on the professional growth of publicly funded normal students. On the one hand, solid professional basic education is the cornerstone for public-funded normal students to engage in education and teaching work. Through a carefully designed curriculum system, universities ensure that normal school students master the necessary basic knowledge of pedagogy, psychology, and subject teaching methods, laying a solid foundation for their future education and teaching work. On the other hand, with the continuous development and change in the field of education, forward-looking curriculum content is also particularly important. Universities need to pay close attention to the latest developments and trends in the field of education, such as the innovation of educational technology and the updating of educational concepts, and integrate these into the curriculum in a timely manner to cultivate innovative and forward-looking thinking among teacher trainees. Such a curriculum not only helps the public-funded normal students to better adapt to the future educational environment, but also stimulates them to exert greater potential in rural education.

Secondly, practical teaching plays an irreplaceable role in

enhancing the adaptability of publicly-funded normal students to regionalization. The knowledge gained from books is always shallow, and it is necessary to practice in order to truly understand. By closely cooperating with local education administrative departments and primary and secondary schools, universities have established stable practical teaching bases, providing valuable practical opportunities for normal students. In practical activities such as internships, probation, and research courses, publicly-funded normal students can go deep into the front line of teaching, have intimate contact with rural students, and understand their learning needs and characteristics. Through practice, normal school students can combine the theoretical knowledge they have learned with practical application, and constantly improve their teaching skills and class management abilities. At the same time, they can also feel the unique charm and challenges of rural education in practice, and thus strengthen their educational beliefs and career pursuits.

Finally, the allocation of teachers is also one of the important factors that affect the adaptability of publicly funded normal students to regionalization. The university has a high-level and experienced teaching team, which is crucial for the growth of the students. These teachers not only have profound academic background and rich teaching experience, but also can provide high-quality teaching resources and learning guidance for normal students. Under their guidance, students from publicly-funded normal universities can master professional knowledge and skills more quickly, and develop their own teaching styles and educational philosophies. At the same time, these teachers can also cultivate the professional qualities and educational feelings of normal students through their words and deeds, so that they can maintain firm beliefs and enthusiasm in the face of challenges in rural education.

It can be seen that school factors play a crucial role in the formation of the regional adaptability of publicly funded normal students. In order to further improve the regional adaptability of public-funded normal students, universities should continue to optimize the curriculum, strengthen practical teaching, and improve teacher allocation. At the same time, universities should also maintain close cooperation with local governments, primary and secondary schools, and other parties to jointly create a better educational environment and practical opportunities for public-funded normal students. Only in this way can we cultivate more public-funded normal students with high regional adaptability and contribute more to the revitalization and development of rural education.

4.3 Policy Factors

In the process of forming and enhancing the regional adaptability of publicly-funded normal students, policy factors undoubtedly provide a strong external guarantee, serving as an important support for normal students to adapt to the new environment and leverage their professional strengths.

Firstly, the policy direction of national and local governments plays a key leading role in the cultivation and development of publicly funded normal students. These policies not only point out the direction for the cultivation of normal students,

but also ensure that normal students can be fully trained and grow through specific implementation measures in their learning and practice. For example, the government's education development plan often clearly sets out the requirements for the training of public-funded normal students, including strengthening practical teaching, optimizing curriculum settings, and improving teacher allocation. These requirements not only reflect the government's high priority on the training of public-funded normal students, but also provide clear guidelines for universities and primary and secondary schools.

Secondly, the intensity of policy support directly affects the learning motivation and career development of public-funded normal students. In order to attract more outstanding students to join the education cause, the state and local governments have introduced a series of preferential policies, such as setting up scholarships, grants, and providing employment support. The implementation of these policies not only alleviated the financial pressure on normal school students to a certain extent, allowing them to focus more on learning and practice, but also improved their employment competitiveness, laying a solid foundation for their career development.

Finally, the employment distribution policy is an important link related to the vital interests of the publicly-funded normal students. A fair, reasonable and transparent employment distribution policy can ensure that normal school students can smoothly enter the education system after graduation and give full play to their professional advantages in suitable positions. Such a policy environment not only helps to enhance the professional satisfaction and sense of belonging of public-funded normal students, but also further stimulates their enthusiasm for work and innovation ability.

The actual cases also fully demonstrate the positive impact of policy factors on the regional adaptability of publicly funded normal students. For example, in order to attract and retain the public-funded normal students, the government of a certain region has formulated a series of attractive policies and measures. These measures include increasing the salary of normal school students, giving priority to housing arrangements, and providing career development opportunities. Inspired by these policies, more and more publicly-funded normal students choose to teach in the region and quickly integrate into the local educational environment. They have fully utilized their professional advantages in teaching and contributed their own strength to improving the quality of rural education.

In summary, policy factors play an indispensable role in the improvement of the regional adaptability of publicly-funded normal students. In order to further optimize the training environment for public-funded normal students and enhance their regional adaptability, we need to start from the policy level, strengthen the clarity of policy guidance, increase policy support, and improve employment allocation policies. At the same time, we also need to pay close attention to the actual needs and development trends of public-funded normal students, adjust and improve relevant policies and measures in a timely manner, and provide continuous and strong support for their growth and development.

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