UDC 378
doi: 10.18323/3034-2996-2024-4-59-3

Research on the impact of embedded cultivation on the willingness of local normal university students to teach in rural schools

Yu Hui[1], Associate Professor,
Secretary of the Party Committee of Music and Dance College of Mudanjiang Normal University,
tutor of master students
Wan Zixi[2], graduate student
Yu Haiying*[3], Doctor of Sciences (Education), Professor,
Dean of the School of Education Science, tutor of master students
Mudanjiang Normal University, Mudanjiang (China)

***E-mail:** 0701008@mdjnu.edu.cn

[1]ORCID: https://orcid.org/0009-0005-0420-0805
[2]ORCID: https://orcid.org/0009-0003-8593-4135
[3]ORCID: https://orcid.org/0000-0003-0157-4631

Received 08.11.2024 *Revised 20.11.2024* *Accepted 27.11.2024*

Abstract: Embedded cultivation is a major measure for local universities to address the shortage of professional capital for normal students to teach in rural schools. Based on the survey data of 11,882 local college normal students in five provinces, the research investigated whether embedded cultivation enhances the willingness of local normal university students to teach in rural schools. The research has found that there is a moderate positive correlation between the form, content, and methods of embedded cultivation, and the willingness of normal students to teach in rural schools. However, in contrast, bi-directional, transformative, and continuous embedding, acquiring the norms and values of rural teachers, and developing professional competencies in rural education are more important. With the increase in the intensity of embedded cultivation, it has enhanced the willingness of normal students to teach in rural schools, but not all embedded cultivation content has played a positive role. Only formal embedding, developing professional competencies in rural education, and bi-directional embedding can play a positive guiding role. To enhance the willingness of normal students to teach in rural schools, we should strengthen the bi-directional nature of embedded cultivation and enhance the professional matching between normal school students and rural schools; fully implement embedded content to enhance the intrinsic motivation of normal students to teach in rural schools; adopt a multi-dimensional intervention approach to guide normal students to have a correct understanding of teaching in rural schools.

Keywords: local universities; normal students; teaching in rural schools; embedded cultivation.

Acknowledgments: Fund project: National general education project of National social science fund in 2021: Study on the retention mechanism of rural teachers (Grant No. BHA210137).

For citation: Yu Hui, Wan Zixi, Yu Haiying. Research on the impact of embedded cultivation on the willingness of local normal university students to teach in rural schools. *Evidence-based education studies*, 2024, no. 4, pp. 25–36. DOI: 10.18323/3034-2996-2024-4-59-3.

INTRODUCTION

The reasons for the study

For normal students in universities, choosing to teach in rural schools may face the dilemma of insufficient professional capital. As the main source of teachers for rural schools, local universities have implemented, embedded cultivation at different degrees, to ensure that normal school students are competent for rural school teacher positions, and to address the problem of insufficient professional capital among normal students. Embedded cultivation is a cultivation model that embeds rural educational resources into each part of cultivation through the convergence of local universities and rural schools [1]. By adding specialised courses on local education, establishing social practice bases for rural education, leading by outstanding rural teachers role models, and implementing a dual practice system covering both urban and rural teaching environments[1], it promotes normal students to acquire corresponding professional capital, and enhance the matching degree between normal students and future rural school teachers.

Literature review

Effective embedded cultivation can solve the problem of insufficient individual socialisation [2], and through embedded cultivation, individuals can obtain abundant resources [3], improve their professional capital, enhance their strong sense of fit with their career, and become an important condition for them to choose a certain career [4]. The depth and scope of embedded cultivation

[1] *Notice of the General Office of the Ministry of Education on Further Improving the Training of Normal Students for the "Excellent Teacher Plan" [DB/OL]. (2022-09-26) [2023-08-24]. URL: http://m.moe.gov.cn/srcsite/A10/s7011/202209/t20220930_666329.html.*

reflect the connection and degree between related embedded things, affecting the variation effect of both parties involved [5]. Generally, the degree of embedded cultivation is an indicator of the match between individuals and occupations, and also an intrinsic motivation source for individuals when deciding to choose a profession [6]. As the embeddedness between individuals and other entities in the profession increases, the matching degree between the individual's goals and values, and the organisation's goals and values also increases, promoting the individual's attachment to the profession and playing a role in enhancing connectivity [7]. The research attempts to explore whether embedded cultivation can enhance the willingness of local normal university students, to teach in rural schools, through a survey of local normal university students, and which embedded cultivation and what intensity of embedded cultivation can play a reinforcing role, with a view to providing a realistic starting point for local universities to cultivate rural teachers.

Theoretical analysis and research hypothesis

Embedded cultivation content and the willingness of normal students to teach in rural schools. The primary task of embedded cultivation is to address the role needs of rural teachers, shape appropriate role cognition for individuals to adapt to their profession, and enhance the clarity of their professional roles. Normal students need to clarify their roles and tasks in their future work groups in rural schools. Addressing the issue of role ambiguity is crucial for normal students to choose their professions successfully [8], which helps to address and compensate for the lack of resources available to normal students during their career entry period, when they are dealing with anxiety and uncertainty, and enhances their recognition and acceptance of their professions [9]. Embedded cultivation can provide a realistic preview of the job, enhance the consistency between normal students and the professional requirements of rural education, and improve individual professional abilities [10]. The acquisition of professional competence in early rural education can not only generate the motivation to choose rural teacher positions, but also enhance the desire for the profession, which has a reinforcing effect on normal students' teaching in rural schools. Embedded cultivation can provide normal students with opportunities to participate in the profession of rural teachers, acquire the norms and values of the rural teachers, and provide appropriate behavioural and normative references for them to adapt to their work and life [11]. It can be used as a "mutual defense system" [12] to defend against pressure from within the organisation, as a source of emotional support, and as a potential solution to work-related problems. All these factors will influence whether normal students show a tendency to choose a certain profession and spontaneous behaviour.

Embedded cultivation methods, and the willingness of normal students to teach in rural schools. Embedded cultivation has both temporal continuity, – there is no interruption in the entire process from entering school, to leaving school after graduation, and spatial continuity, – there is no isolation barrier in the spatial connection from the university campus to the rural school campus. This continuity helps to stimulate the sustained interest of normal students in rural schools and enhance their willingness and behaviour to choose a profession in education [13]. Transformative embeddedness cultivation emphasises providing individuals with new self-images, values and so on. Prompts them to adjust or abandon certain attitudes, values, and behaviours that are not compatible with their professions [14], and enhances the level of mutual satisfaction between the resources of rural schools and the needs and skills of normal students [15]. These changes can achieve mutual satisfaction between normal students and rural schools to some extent, and normal students will show a stronger willingness to teach in rural schools. The integration of individuals and organisations in the embedding cultivation process is bi-directional, and both normal students and rural schools should participate in embedding cultivation actively. There may be differences in participation in the embedded cultivation model, which can strongly affect the potential effectiveness of embedded cultivation [16]. The embedded cultivation that highlights the bi-directional participation characteristics is more conducive to enhancing the integration effect, and increasing the willingness of normal students to teach in rural schools.

Embedded cultivation form and willingness of normal students to teach in rural schools. Formal embedded cultivation generally refers to the formal connection of future career requirements with the cultivation process, for example, in talent cultivation programs where the future teacher role of normal students is clearly described and designed. All normal students are forced to accept and absorb the formal embedding process. They have internalised the future professional standards of "self-validation" by receiving formal embedded cultivation. Informal embedding refers to embedding future career information into the training environment in an informal manner. Normal students who engage in informal practices related to their future careers and major in specific organisations or environments are receiving subtle influences. Informal embedded cultivation is to obtain information in an unstructured environment, and it cannot fully guarantee that the direction provided by informal embedding will promote the development of normal students in the expected direction.

Based on the above analysis, we propose the following hypotheses:

1. The scope of embedded cultivation – the content, methods, and forms of embedded cultivation, is significantly positively correlated with the willingness of local normal students to teach in rural schools, and can play a positive promoting role.

2. The intensity of embedded cultivation – there are differences in the influence of high and low embeddedness on the willingness of local university normal students to teach in rural schools. The more embeddedness, the stronger the willingness of normal students to teach in rural schools.

We take the teaching willingness of normal students in rural schools as the outcome variable, and use the research method of regression analysis to empirically test the internal mechanism of the influence of the scope and intensity of embedded cultivation on normal school students' willingness to teach in rural schools so that we will build an embedded cultivation mode that is beneficial to enhance the willingness of normal students to teach in rural schools.

RESEARCH DESIGN

Data source

This study sampled normal students from local universities in five provinces, namely Heilongjiang, Shandong, Zhejiang, Guangxi, and Qinghai. Taking into account the economic development status of the local universities, 2–5 sample schools for cultivating normal students were selected from each province, with a total of 11,882 normal students from 14 local universities participated in the survey. An online survey was conducted using the QZ platform, and a total of 11,882 valid questionnaires were collected. Of the total, 2,119 were male students (accounting for 17.8 %) and 9,763 were female students (accounting for 82.2 %). There are 3,105 freshmen (26.13 %), 3,004 sophomores (25.28 %), 2,848 juniors (23.96 %), and 2,925 seniors (24.61 %); 2,711 students in the fields of literature, history, foreign languages, ideological and political education, arts, and sports (accounting for 22.8 %), 6,707 students in education (56.4 %), and 2,464 students in science (20.73 %); 5,304 people (44.6 %) lived in cities and counties, 3,247 people (27.3 %) lived in towns and villages, and 3,331 people (28.0 %) lived in villages; 4,693 were only children (39.5 %), and 7,189 were not only child (60.5 %); 120 people (1 %) have a very good family economic status, 1,004 people (8.4 %) have a good family economic status, 7,976 people (67.1 %) have a general family economic status, 2,224 people (18.7 %) have a relatively poor family economic status, and 558 people (4.7 %) have a very poor family economic status.

Questionnaire design and quality

Based on the previous theoretical analysis and literature review, the questionnaire for the research is designed in five parts. The first part is the basic characteristics of the sample, including age, gender, grade, major, family location, whether they are only child, and family economic status. The second part is the independent variable 1, which is the form of embedded cultivation, including formal and informal embeddings, with four items each. The third part is the independent variable 2, which is the content of embedded cultivation, including acquiring appropriate rural teacher role cognition, developing rural education professional competence, and acquiring rural teacher group norms and values, with four items each. The fourth part is the independent variable 3, which is the way of embedding cultivation, including continuous embedding, transformative embedding, and bi-directional embedding, with four items each. The fourth part is the dependent variable, which is the willingness of normal students to teach in rural schools, including 4 items. Table 1 provides a detailed description of each variable. Except the basic characteristics of the first part, all items of the independent variable and dependent variable in the questionnaire use Likert 5-level options, with values ranging from 1 to 5. The lower the score, the higher the degree of agreement.

Using SPSS 20.0 and AMOS 20.0, we conducted confirmatory analysis and reliability testing on the questionnaire. The test results showed that the overall reliability of the questionnaire was 0.985. The measurement model fitting index is NFI=0.996, RFI=0.979, IFI=0.996, TLI=0.979, CFI=0.996, RMSEA=0.075, and SRMR=0.0078. The structural model fitting index is NFI=0.933, RFI=0.928, IFI=0.934, TLI=0.929, CFI=0.934, RMSEA=0.075, and SRMR=0.0401. The test indicators have all reached the recommended values, indicating that the questionnaire has good reliability and validity.

Method

In order to explore the correlation between embedded cultivation and the willingness of normal students to teach in rural schools, this research conducted a correlation analysis using SPSS 20.0. This research mainly explored the correlation between the willingness of normal students to teach in rural schools and different forms of embedding, namely formal embedding and informal embedding; different embedded content, namely obtaining appropriate role cognition of rural teachers, developing professional competence in rural education, and acquiring group norms and values of rural teachers; different embedding methods, namely continuous embedding (embedded cultivation are continuous both temporally and spatially), transformative embedding (embedded cultivation can encourage individuals to adjust or abandon certain attitudes, values and behaviours that do not match their profession), and bi-directional embedding (in the process of embedded cultivation, both normal university students and rural schools actively participate in the embedding activities).

In order to better analyse the impact of different variables and their constituent factors of embedded cultivation with different intensities on the willingness of normal students to teach in rural schools, the variables and their constituent elements of embedded cultivation were used as independent variables, the willingness of normal students to teach in rural schools was used as the dependent variable, and the basic characteristics of the subjects were used as the control variable. The non-continuous variables were converted into dummy variables, and were respectively input into the regression equation under high and low embedded conditions. Stepwise regression analysis was used to analyse their significance of the regression equation using SPSS 20.0. The multicollinearity diagnosis results show that there is no collinearity problem.

RESULTS

Embedded cultivation is related to the willingness of normal students to teach in rural schools

The results of the description and relevant analysis (see Table 2) show that the various dimensions of embedded cultivation forms, content, and methods in the process of cultivating normal students in local universities have shown a good state, and are positively correlated with their willingness to teach in rural schools. Among them, there is a moderate positive correlation with formal embedding, informal embedding, acquiring appropriate rural teacher role cognition, developing rural education professional competence, acquiring rural teacher group norms and values, continuous embedding, transformative embedding, and bi-directional embedding. Correlation coefficients range from 0.46 to 0.672, among which the highest correlation is bi-directional embedding. It can be inferred that there is a significant correlation between the embedded cultivation in different scopes of local universities, and the willingness of normal students to teach in rural schools. The more forms,

contents, and methods of embedded cultivating, the stronger the willingness of normal students to teach in rural schools.

The intensity of embedded cultivation affects the willingness of normal students to teach in rural schools

From the above analysis, it can be seen that the form, content, and method of embedded cultivation are significantly positively correlated with the willingness of normal students to teach in rural schools. In order to better analyse the impact of various variables, and their constituent factors of embedded cultivation with different intensities on the willingness of normal students to teach in rural schools, the variables and their constituent elements of embedded training were used as independent variables, the willingness of normal school students to teach in rural schools was used as the dependent variable, and the basic characteristics of the subjects were used as the control variable.

Table 1. *Variable description*
Таблица 1. *Описание переменных*

Variable classification	Variable name	Variable description
Embedded cultivation form	**Formally embedding**	Teacher education courses should include content related to rural areas
		Normal students go to rural schools to carry out educational internship and related practice activities
		Rural teachers participate in classroom teaching during the cultivating process of normal students
		There will be content related to rural areas in the teaching process of professional courses
	Informal embedding	The school will occasionally invite rural teachers to give lectures
		The school organizes normal students to carry out activities such as teaching support or second class in rural schools
		The school often publicizes information about rural education through media such as radio and WeChat
		Create bulletin boards and slogans introducing rural culture on the campus
Embedded cultivation content	**Acquire appropriate role cognition of rural teachers**	University study enables normal students to have a clear understanding of the work of rural teachers
		University study makes normal students clear about the role of teachers in rural schools
		University study makes normal students clear about the tasks that rural teachers need to undertake
		University study makes normal students understand the important value of rural teacher work
	Develop professional competence in rural education	University study enables normal students to acquire the educational and teaching knowledge and competence to teach in rural schools
		University study enables normal school students to acquire professional knowledge and competence to teach in rural schools
		University study can help normal students to be competent for the position of teachers in rural schools
		University study enables normal students to obtain guidance on special skills for rural school education and teaching (small-class teaching, multi-grade teaching, etc.)
	Acquire the norms and values of rural teachers	University study enables normal students to gain a standardized understanding of the work of teachers in rural schools
		University study enables normal students to understand the professional competence requirements for teachers in rural schools
		University study allows normal students to understand the contributions made by individual teachers in rural schools
		University study enables normal students to recognize the contributions made by the entire group of teachers in rural schools

Continuation Table 1

Embedded cultivation method	**Continuity embedding**	Normal students' practical activities such as internship, practice, and research in rural schools run through their four years of college
		During the theoretical course teaching process for normal students, rural teachers will give lectures or teach classes for four years in college
		During the cultivation process of normal students, rural schools actively cooperate with the corresponding educational and teaching activities
		During the cultivation process of normal students, rural schools actively provide opportunities and venues for cooperative education and teaching
	Transformative embedding	Through their university studies, normal students have shown admiration for the position of rural teachers
		Through their university studies, normal students actively participate in various activities to help rural students
		Through their university studies, normal students have shown a greater willingness to contribute to rural schools
		Through university studies, normal students explore the educational and teaching competence required by rural schools on their own initiative (such as educational methods for left-behind children)
	Bi-directional embedding	Normal students are willing to participate in educational activities with the collaboration of rural schools (such as internships in rural schools)
		Normal students are willing to actively reflect on rural education issues in collaborative educational activities in rural schools
		Rural schools actively organize and participate in collaborative educational activities for normal students
		Rural schools adjust the content and methods of collaborative educational activities according to the development needs of normal students
Teaching willingness in rural schools		I like the environment of rural schools
		Willing to help students in rural schools
		Willing to work with teachers in rural schools
		Willing to teach in rural schools

Table 2. *Correlation matrix between various variables of embedded cultivation and the willingness of normal students to teach in rural schools*
Таблица 2. *Корреляция между различными аспектами встроенного образования и готовностью студентов-педагогов преподавать в сельских школах*

Various variables in embedded cultivation		***M***	***SD***	***r***
Embedded form	**Formal embedding**	2.64	0.810	0.460***
	Informal embedding	2.64	0.855	0.480***
Embedded content	**Acquire appropriate role cognition of rural teachers**	2.34	0.795	0.582***
	Develop professional competence in rural education	2.23	0.772	0.607***
	Acquire the norms and values of rural teachers	2.22	0.771	0.622***
Embedded method	**Continuity embedding**	2.28	0.800	0.613***
	Transformative embedding	2.20	0.775	0.660***
	Bi-directional embedding	2.21	0.777	0.672***

*Note. *** is p<0.001; M is the mean; SD is the standard deviation; r is the correlation coefficient between the variables of embedded cultivation and the willingness of normal school students to teach in rural schools.*

*Примечание. *** – p<0,001; M – среднее; SD – стандартное отклонение; r – коэффициент корреляции между аспектами встроенного образования и готовностью студентов педагогических вузов преподавать в сельских школах.*

The non-continuous variables were converted into dummy variables, and were respectively put into the regression equation under high and low embedded conditions. Stepwise regression analysis was used to analyse their significance using SPSS 20.0. The diagnosis results of multicollinearity show that there is no collinearity problem. Table 3 shows the statistical results of the impact of various variables on the willingness of normal students to teach in rural schools with different levels of embeddedness.

In the case of high embedding, regardless of whether there is control variable, the components of embedding cultivation of the three variables have a significant impact on the willingness of normal students to teach in rural schools. In the absence of control variable (Model 1), the total explanatory power is 29.2 %, while in the presence of control variable (Model 2), the total explanatory power is 31.3 %. The explanatory power of bi-directional embeddedness is the highest (28–30 %), while formal embeddedness, and the development of professional competencies in rural education have a relatively small explanatory power (0.2–0.7 %). Other components are excluded from the model due to their minimal influence. In the low

Table 3. *The influence of different intensity embedded cultivation variables on the willingness of normal students to teach in rural schools*

Таблица 3. *Влияние интенсивности аспектов встроенного образования на готовность студентов педагогических вузов преподавать в сельских школах*

Embedded cultivation variables		Teaching willingness of normal school students in rural schools							
		High embeddedness				Low embeddedness			
		Model 1		Model 2		Model 3		Model 4	
		β (S.E.)	ΔR^2	β (S.E.)	ΔR^2	β (S.E.)	ΔR^2	β (S.E.)	ΔR^2
Embedded form	Formal embedding	0.085 (0.032)***	0.007	0.084 (0.033)***	0.006	–	–	–	–
	Informal embedding	–	–	–	–	−0.080 (0.038)**	0.003	−0.054 (0.037)*	0.003
Embedded content	Obtain appropriate role cognition of rural teachers	–	–	–	–	–	–	–	–
	Develop professional competencies in rural education	0.101 (0.047)**	0.002	0.103 (0.048)**	0.002	0.062 (0.080)*	0.002	–	–
	Obtain the norms and values of rural teachers	–	–	–	–	–	–	–	–
Embedded method	Continuous embedding	–	–	–	–	–	–	–	–
	Transformative embedding	–	–	–	–	–	–	–	–
	Bi-directional embedding	0.391 (0.045)***	0.284	0.400 (0.046)***	0.299	0.096 (0.085)**	0.011	0.120 (0.072)***	0.01
Adjust R^2		0.292		0.313		0.015		0.026	
F value		370.488***		195.477***		10.921***		11.079***	

*Note. *** is p<0.001; ** is p<0.01; * is p<0.05;*
β is the standardized coefficient;
S.E. is the standard error;
R^2 is the coefficient of determination;
ΔR^2 is the change in coefficient of determination;
F is the overall test value of the regression model.

*Примечание. *** – p<0,001; ** – p<0,01; * – p<0,05;*
β – стандартизированный коэффициент;
S.E. – среднеквадратическая ошибка;
R^2 – коэффициент детерминации;
ΔR^2 – изменение коэффициента детерминации;
F – комплексное тестовое значение регрессионной модели.

embedding condition, regardless of whether there is the control variable, the components of embedding culture in three variables have a significant impact on the willingness of normal students to teach in rural schools. In the absence of control variable (Model 3), the total explanatory power is 1.5 %, while in the presence of the control variable (Model 4), the total explanatory power is 2.6 %. The explanatory power of bi-directional embeddedness is the largest (1–1.1 %), while informal embeddedness has a smaller explanatory power (0.3 %). Without control variable, the explanatory power of developing rural education professional competencies is also small (0.2 %), and other constituent elements are excluded from the model due to their low influence.

In the case of high embeddedness, formal embedding, developing rural education professional competence, and bi-directional embeddedness have a significant impact on the willingness of normal students to teach in rural schools, and the impact is relatively large, which is a positive impact. The impact of other variables is not significant. In the low embeddedness state, the development of rural education professional competence and bi-directional embeddedness without control variable has a significant positive impact on the willingness of normal students to teach in rural schools, but the impact is relatively small. Informal embeddedness has a significant but small negative impact on the willingness of normal students to teach in rural schools. It can be inferred that with the increase in the degree of embeddedness, embedded cultivation enhances the willingness of normal students to teach in rural schools, but not all embedded cultivation plays a positive role. Only formal embeddedness, developing professional competencies in rural education, and bi-directional embeddedness can play a positive guiding role.

Practical recommendations

In the context of rural revitalisation, how can local normal students are more willing to teach in rural schools, and what is the role of embedding cultivation to enhance the willingness of normal students to teach in rural schools? This is a theoretical and practical issue worth paying attention to. The research analyses the issue of embedding and enhancing the training of local normal students to teach in rural schools based on data from local normal students in five provinces across the country. The research enlightenment is as follows.

Strengthen the bi-directional nature of embedded cultivation and enhance the professional matching between normal students and rural schools. The research found that the bi-directional embedded cultivation method has a significant positive impact on the willingness of normal students to teach in rural schools, and it has the greatest explanatory power among all variables, playing an important role in enhancing the willingness of normal students to teach in rural schools. The willingness of normal school students to teach in rural schools is a gradual process of accumulation and formation. The bi-directional cooperation between universities and rural schools can achieve effective integration between normal students and rural schools, provide targeted professional capital, and enhance the guiding function of embedded cultivation for normal students in rural schools.

Before implementing embedded cultivation, local universities should conduct a comprehensive understanding and investigation of the willingness, ability, conditions, and environment of the pre-cooperative rural schools. They should analyse and clarify the advantages and disadvantages, key points, and difficulties of the cooperative rural schools that carry out embedded cultivation, and develop relevant plans based on a comprehensive grasp of the possibilities and feasibility of implementing embedded cultivation. Secondly, the way of exchanging services for services should be adopted to promote the active participation of rural schools in embedding cultivation. In view of the needs of rural schools for teachers and educational research, local universities can provide educational and teaching services for rural schools, enhance the internal motivation of rural schools to participate in embedded cultivation, and achieve mutual development and improvement. While helping rural schools develop, local universities can provide sufficient resources and environment for their normal students to acquire professional capital, and provide a matching foundation for normal students to adapt to the rural education environment.

Fully implement embedded content to enhance the intrinsic motivation of normal students to teach in rural schools. The research found that obtaining appropriate rural teacher role cognition, developing rural education professional competence, and acquiring rural teacher group norms, and values in embedded content are significantly positively correlated, with the willingness of normal students to teach in rural schools. However, from the perspective of influence, developing rural education professional competence is more important and it is a necessary prerequisite for normal students to choose rural teacher positions. Therefore, local universities should focus on cultivating the professional competence of normal students in rural education during the embedding process, while guiding them to acquire the role cognition of rural teachers, and the norms and values of the rural teacher community, and continuously accumulate professional capital for normal students to be competent for rural school teacher positions.

Local universities should improve their talent cultivation plans, incorporating the three aspects of embedded content into the talent cultivation plan in the form of compulsory or optional courses. They should set up appropriate cognitive settings for developing rural education professional competencies, acquiring norms and values of rural teacher groups, and understanding the role of rural teachers in the curriculum, and cultivate students' ability to diagnose complex rural education systems through curriculum methods. Secondly, the implementation of embedded content-related courses should ensure that it is implemented from both theoretical and practical dimensions, so that students can often have opportunities to learn, observe, and participate in playing "positive" roles. Local college teachers should not only cultivate normal students in these three aspects theoretically, but also work closely with rural teachers. Through the rural teachers' entering the college classroom to teach and the normal students' going into the rural schools to practice, the normal students' professional role cognition clarity can be enhanced, the level

of professional competence development in rural education can be improved, and the norms and values of the rural teacher group can be gradually formed, thus their willingness to teach in rural schools are enhanced.

Adopt a multi-dimensional intervention embedded form to guide normal students to have a correct understanding of teaching in rural schools. The research found that although formal and informal embeddings are moderately positively correlated with the willingness of normal students to teach in rural schools, both have a small impact, and in the low embedding state, and the impact of informal embeddings is negative. This indicates that the degree of attention paid to formal and informal embedding in local universities is insufficient. Given the reality that the guiding function of embedded cultivation is not obvious, a combination of formal and informal interventions is adopted. First, we should intervene from the perspective of local university management. Local universities have clear regulations and requirements for the embedded cultivation of normal students from a formal official perspective. It is mainly manifested in the clear talent cultivation plan, the professional cooperation teacher team between local universities and rural schools, and the quality monitoring system embedded in the implementation of cultivation. Secondly, on the basis of formal embedded intervention, through the creation of rural cultural atmosphere and environment in local university campuses, we provide informal rural education and teaching practice situations for normal students, obtain information about rural teacher positions, and promote their development in the desired direction. Informal embedding can be carried out by relevant staff through associations, second classrooms, and other forms with necessary guidance to ensure that normal students can obtain valuable information for profession options. Embedded cultivation can guide normal students to teach in rural schools, but it cannot be overdone, otherwise it will have certain limitations on the breadth of their future profession development.

DISCUSSION

Developing rural education professional competence is an important part of enhancing the willingness of normal students to teach in rural schools

From the perspective of embedded content, developing professional competence in rural education is an important way for normal students to gain self-efficacy in rural school teaching positions, and has a more significant positive predictive effect on their willingness to teach in rural schools. It is consistent with findings from other studies [17–20]. Individuals tend to choose corresponding professions based on their actual perception of their competencies. People are attracted to a certain profession mainly because they believe they have the ability to master it. Therefore, the more specific capital an individual accumulates in a certain profession, the greater the likelihood that they will choose it. The pre-service educational and teaching experience in rural schools has a positive impact on the decision to choose a profession as a rural teacher. In general, normal students need to clarify their roles and tasks in their future rural schools. Solving the problem of role ambiguity is very important for normal students to choose a career successfully. Embedded cultivation can provide a realistic work preview, enhance the consistency of the vocational requirements of normal students and rural education, improve the individual's vocational ability, and enhance their willingness to teach in rural schools.

Bi-directional embedded cultivation is an effective way to enhance the willingness of normal students to teach in rural schools

Although the continuous and transformative embedding method can extend the scope of time and space, and enhance the professional ability matching of normal students, it is not as effective as the bi-directional embed ding method in stimulating intrinsic motivation. Highlighting the embedded cultivation of the characteristics of bi-directional participation is more conducive to enhancing the integration effect and the teaching willingness of normal students in rural schools. However, there may be differences in the participation of the embedded cultivation patterns, which strongly affects the effect of the embedded cultivation that may occur [21]. For normal students, the motivation for choosing a profession as a teacher in the future depends on their autonomy. Embedded cultivation is continuous both temporarily and spatially, which is helpful to stimulate their lasting interest in rural schools and enhance their career choice willingness and behaviour [22]. Embedded cultivation can encourage individuals to adjust or abandon certain attitudes, values and behaviours that do not match their professions [23], which can improve the degree to which the resources of rural schools and the needs and skills of normal students are mutually satisfied [24]. In the process of bi-directional embedding, normal students and rural schools make the improvement of rural education quality, as their goal commitment. The value given to this and the expectation of the possibility of success in the task are the main determinants of their career motivation, giving a stable force to the direction of normal students' behaviours. The resulting attachment experience to the organisation will make normal students feel a strong connection with rural schools, which will greatly enhance their willingness and behaviour to teach in rural schools.

Creating a rural element cultural atmosphere is an external condition for enhancing the willingness of normal students to teach in rural schools

School culture contains core values, beliefs, and expectations that attract normal students to enter the teaching profession. The compatibility of individuals with schools and communities affects their professional choice tendencies. For normal students, the obstacles to teaching in rural schools mainly come from factors such as professional competence and job value judgments [25]. Therefore, enhancing external guidance can ensure the maximisation of the interests of local normal students to a certain extent. In creating a cultural atmosphere of rural elements in schools, normal students may view the formal embedded content set in the talent training programme as an inherent comprehensive resource, rather than an additional burden or an additional resource, which can play a subtle guiding role. This is in line with relevant research findings [26–28]. However,

given the lack of directionality in the informal embedding of rural elements, it is difficult to guide normal students to naturally and autonomously enhance their willingness to teach in rural schools. This may be why informal embedding cannot play a positive role in low embedding situations.

Some limitations of this study must be acknowledged. First, this study used a cross-sectional study design, but for the normal students, embedded cultivation longitudinal research is more appropriate. Secondly, although the sample number of normal students from freshman to senior year is not very different, the sample number of senior normal students is slightly under-represented. In future studies, longitudinal studies will be attempted to track the impact of embedded cultivation on teaching willingness in rural schools. Combine the results of cross-sectional and longitudinal studies, comprehensively analyse the influence mechanism, and provide effective intervention measures for the improvement of the teaching willingness of normal students in rural schools.

CONCLUSIONS

1. Developing professional competence in rural education is an important part of enhancing the willingness of normal students to teach in rural schools. From the perspective of embedded content, developing professional competence in rural education is an important way for normal students to gain self-efficacy in teaching positions in rural schools, and it has a more significant positive predictive effect on their willingness to teach in rural schools. The full implementation of embedded content can promote the intrinsic motivation of normal students to teach in rural schools.

2. Bi-directional embedded cultivation is an effective way to enhance the willingness of normal students to teach in rural schools. In the process of bi-directional embedding, normal students and rural schools take the improvement of rural education quality as a goal commitment, and the value they attach to it and their expectations for the possibility of success in the task are the main determinants of their profession motivation, providing a stable force for normal students' behavioural direction. Strengthening the bi-directional nature of embedded cultivation can enhance the professional matching between normal students and rural schools.

3. Creating a cultural atmosphere with rural elements is an external condition for enhancing the willingness of normal students to teach in rural schools. School culture contains core values, beliefs, and expectations that attract normal students to enter the teaching profession. In creating a cultural atmosphere with rural elements in schools, normal students may regard the formal embedded content set in the talent cultivation plan as an inherent comprehensive resource that plays a subtle guiding role. Adopt a multi-dimensional intervention embedded form to guide normal students to have a correct understanding of teaching in rural schools.

REFERENCES

1. Gu Yawen. Research and Practice on the "Embedded" Training Model of Higher Vocational Education Enterprises. *Technology Innovation Herald*, 2020, vol. 10, pp. 194–195. DOI: 10.16660/j.cnki.1674-098X.2020.10.194.
2. Wu Xueping, Sun Junhui. The Logic and Approach of China's High-quality Vocational Education System Construction – based on the Perspective of Embeddedness. *Journal of Hebei University (Philosophy and Social Sciences Edition)*, 2023, no. 2, pp. 88–96. DOI: 10.3969/j.issn.1005-6378.2023.02.013.
3. Halbesleben J.R.B., Wheeler A.R. The Relative Roles of Engagement and Embeddedness in Predicting Job Performance and Intention to Leave. *Work and Stress*, 2008, vol. 22, no. 3, pp. 242–256. DOI: 10.1080/02678370802383962.
4. Amy Wei Tian, Cordery J., Gamble J. Staying and Performing: How Human Resource Management Practices Increase Job Embeddedness and Performance. *Personnel Review*, 2016, vol. 45, no. 5, pp. 947–968. DOI: 10.1108/PR-09-2014-0194.
5. Jin Qi. The Embedded Existence of Ideological and Political Education: Based on the Perspective of Embedded theory. *Modern Education Science*, 2012, no. 4, pp. 129–131. DOI: 10.13980/j.cnki.xdjykx.gjyj.2012.11.036.
6. Robinson R.N.S., Kralj A., Solnet D.J., Goh E., Callan V. Thinking Job Embeddedness not Turnover: Towards A Better Understanding of Frontline Hotel Worker Retention. *International Journal of Hospitality Management*, 2014, vol. 36, no. 1, pp. 101–109. DOI: 10.1016/j.ijhm.2013.08.008.
7. Gonzalez-Roma V., Schaufeli W.B., Bakker A.B., Lloret S. Burnout and engagement: Independent factors or opposite poles. *Journal of Vocational Behavior*, 2006, vol. 68, no. 1, pp. 165–174. DOI: 10.1016/j.jvb.2005.01.003.
8. Yu Haiying. Can more economic compensation retain rural teachers? An empirical study based on the mediating effect of organizational commitment. *Contemporary Education Forum*, 2022, no. 2, pp. 109–115. DOI: 10.13694/j.cnki.ddjylt.20211125.001.
9. Wang Zhihao, Zhen Ying, Yu Qianrui. The impact of organizational commitment on rural teachers' retention: a moderated mediation study. *Evidence-based education studies*, 2024, no. 3, pp. 7–22. DOI: 10.18323/3034-2996-2024-3-58-1.
10. Yu Haiying, Fu Haifan, Ma Qian. The Study on the Improvement and Impact of Environmental Matching on Retention of Rural Teachers – Research based on the perspective of environmental matching. *The Journal of Teacher Education*, 2022, vol. 9, no. 2, pp. 46–54. DOI: 10.13718/j.cnki.jsjy.2022.02.006.
11. Brayfield A.H., Crockett W.H. Employee attitudes and employee performance. *Psychological Bulletin*, 1955, vol. 52, no. 5, pp. 396–424. DOI: 10.1037/h0045899.
12. Burns T. The reference of conduct in small groups: Cliques and cabals in occupational milieu. *Human Relations*, 1955, vol. 8, no. 4, pp. 467–486. DOI: 10.1177/001872675500800405.
13. Berlew D.E., Hall D.T. The socialization of managers: Effects of expectations on performance. *Administrative Science Quarterly*, 1966, vol. 11, no. 2, pp. 207–223. DOI: 10.2307/2391245.
14. Kurus I.A., Ponomarenko I.V., Bodunova E.I. The Interrelation of Causal Orientation with Social and Psychological Attitudes and Motivation of Achievement of the Volunteer Students. *Vektor nauki Tolyattinskogo gosudarstvennogo*

universiteta. Seriya: Pedagogika, psikhologiya, 2020, no. 1, pp. 37–41. DOI: 10.18323/2221-5662-2020-1-37-41.
15. Daniel C.F. The multiple socialization of organization members. *The Academy of Management Review*, 1981, vol. 6, no. 2, pp. 309–318. DOI: 10.5465/amr.1981.4287859.
16. Daniel C.F. A contingency theory of socialization. *Administrative Science Quarterly*, 1976, vol. 21, no. 3, pp. 433–452. DOI: 10.2307/2391853.
17. Yu Haiying, Ma Wenying. The professional quality of normal university students in local universities affects their willingness to teach in rural schools. *Journal of Mudanjiang Normal University (Social Science Edition)*, 2023, no. 6, pp. 59–69. DOI: 10.13815/j.cnki.jmtc(pss).2023.06.005.
18. Zhou Jiliang, Kuang Yongyong. Rural oriented normal students really willing to directional countryside study of a focus group interview. *The Inner Mongolia Social Science*, 2024, vol. 45, no. 6, pp. 174–183. DOI: 10.14137/j.cnki.issn1003-5281.2024.06.022.
19. Zhou Dan, Ma Kang, Shan Chengwei. Type analysis and promotion strategy of rural oriented normal university students' willingness to return home – Based on the survey of 2,514 rural oriented normal university students in 8 provinces. *Journal of Soochow University (Educational Science Edition)*, 2024, vol. 12, no. 3, pp. 95–107. DOI: 10.19563/j.cnki.sdjk.2024.03.010.
20. Ma Yongquan, Zhong Shumin. The logical attribution, problem representation and rational path of normal students in local normal universities. *The Teacher Education Research*, 2024, vol. 36, no. 4, pp. 14–19. DOI: 10.13445/j.cnki.t.e.r.2024.04.009.
21. Du Peng. The incentive and cultivation of embedded governance: the research on the reproduction mechanism of township personnel structure. *Journal of Tianjin University of Administration*, 2024, vol. 26, no. 1, pp. 75–86. DOI: 10.16326/j.cnki.1008-7168.2024.01.008.
22. Wang Chongguang. Can educational practice improve the labor market performance of normal university students – An empirical investigation based on the perspective of organizational socialization theory. *Journal of Educational Science, Hunan Normal University*, 2024, vol. 23, no. 5, pp. 113–122. DOI: 10.19503/j.cnki.1671-6124.2024.05.014.
23. Chen Lin, Li Aihua. The socialization process and motivation of PE normal university Students from the perspective of professional socialization theory. *The Heilongjiang Higher Education Studies*, 2021, vol. 39, no. 8, pp. 80–86. DOI: 10.19903/j.cnki.cn23-1074/g.2021.08.013.
24. Dai Weifen, Sun Ran, Xu Jing. Research on the path of normal university students to become high-quality rural teachers. *The Educational Development Research*, 2023, vol. 43, no. 8, pp. 29–37. DOI: 10.14121/j.cnki.1008-3855.2023.08.013.
25. Yu Haiying, Peng Jingxuan, Yu Shan, Yu Ying, Song Yang. Research on the influencing factors and transmission mechanism of rural teachers' retention. *Evidence-based education studies*, 2024, no. 2, pp. 35–49. DOI: 10.18323/3034-2996-2024-2-35-49.
26. Li Jiali, Liang Huiqing, Zhao Kai. Study on the influence mechanism of normal university students' teaching willingness from the perspective of field theory – Based on the survey and analysis of the two normal universities. *The Chinese Higher Education Studies*, 2024, no. 1, pp. 79–85. DOI: 10.16298/j.cnki.1004-3667.2024.01.11.
27. Liu Zongnan, Lu Huisheng, Zhang Pu. Selection of rural teachers: human capital, social capital and psychological capital – Based on a survey of more than 12,000 new rural teachers. *Academic Monthly of Education*, 2022, no. 10, pp. 97–105. DOI: 10.16477/j.cnki.issn1674-2311.2022.10.012.
28. Wang Chen, Zhang Pengfei. Sociological investigation of the professional "transfer" mentality of rural youth special post teachers. *Monthly Academic Education*, 2023, no. 2, pp. 83–90. DOI: 10.16477/j.cnki.issn1674-2311.2023.02.012.

СПИСОК ЛИТЕРАТУРЫ

1. Gu Yawen. Research and Practice on the "Embedded" Training Model of Higher Vocational Education Enterprises // Technology Innovation Herald. 2020. Vol. 10. P. 194–195. DOI: 10.16660/j.cnki.1674-098X.2020.10.194.
2. Wu Xueping, Sun Junhui. The Logic and Approach of China's High-quality Vocational Education System Construction – based on the Perspective of Embeddedness // Journal of Hebei University (Philosophy and Social Sciences Edition). 2023. № 2. P. 88–96. DOI: 10.3969/j.issn.1005-6378.2023.02.013.
3. Halbesleben J.R.B., Wheeler A.R. The Relative Roles of Engagement and Embeddedness in Predicting Job Performance and Intention to Leave // Work and Stress. 2008. Vol. 22. № 3. P. 242–256. DOI: 10.1080/02678370802383962.
4. Amy Wei Tian, Cordery J., Gamble J. Staying and Performing: How Human Resource Management Practices Increase Job Embeddedness and Performance // Personnel Review. 2016. Vol. 45. № 5. P. 947–968. DOI: 10.1108/PR-09-2014-0194.
5. Jin Qi. The Embedded Existence of Ideological and Political Education: Based on the Perspective of Embedded theory // Modern Education Science. 2012. № 4. P. 129–131. DOI: 10.13980/j.cnki.xdjykx.gjyj.2012.11.036.
6. Robinson R.N.S., Kralj A., Solnet D.J., Goh E., Callan V. Thinking Job Embeddedness not Turnover: Towards A Better Understanding of Frontline Hotel Worker Retention // International Journal of Hospitality Management. 2014. Vol. 36. № 1. P. 101–109. DOI: 10.1016/j.ijhm.2013.08.008.
7. Gonzalez-Roma V., Schaufeli W.B., Bakker A.B., Lloret S. Burnout and engagement: Independent factors or opposite poles // Journal of Vocational Behavior. 2006. Vol. 68. № 1. P. 165–174. DOI: 10.1016/j.jvb.2005.01.003.
8. Yu Haiying. Can more economic compensation retain rural teachers? An empirical study based on the mediating effect of organizational commitment // Contemporary Education Forum. 2022. № 2. P. 109–115. DOI: 10.13694/j.cnki.ddjylt.20211125.001.
9. Wang Zhihao, Zhen Ying, Yu Qianrui. The impact of organizational commitment on rural teachers' retention: a moderated mediation study // Evidence-based education studies. 2024. № 3. P. 7–22. DOI: 10.18323/3034-2996-2024-3-58-1.
10. Yu Haiying, Fu Haifan, Ma Qian. The Study on the Improvement and Impact of Environmental Matching

on Retention of Rural Teachers – Research based on the perspective of environmental matching // The Journal of Teacher Education. 2022. Vol. 9. № 2. P. 46–54. DOI: 10.13718/j.cnki.jsjy.2022.02.006.
11. Brayfield A.H., Crockett W.H. Employee attitudes and employee performance // Psychological Bulletin. 1955. Vol. 52. № 5. P. 396–424. DOI: 10.1037/h0045899.
12. Burns T. The reference of conduct in small groups: Cliques and cabals in occupational milieu // Human Relations. 1955. Vol. 8. № 4. P. 467–486. DOI: 10.1177/001872675500800405.
13. Berlew D.E., Hall D.T. The socialization of managers: Effects of expectations on performance // Administrative Science Quarterly. 1966. Vol. 11. № 2. P. 207–223. DOI: 10.2307/2391245.
14. Курусь И.А., Пономаренко И.В., Бодунова Е.И. Взаимосвязь каузальной ориентации с социально-психологическими установками и мотивацией достижения у студентов-волонтеров // Вектор науки Тольяттинского государственного университета. Серия: Педагогика, психология. 2020. № 1. С. 37–41. DOI: 10.18323/2221-5662-2020-1-37-41.
15. Daniel C.F. The multiple socialization of organization members // The Academy of Management Review. 1981. Vol. 6. № 2. P. 309–318. DOI: 10.5465/amr.1981.4287859.
16. Daniel C.F. A contingency theory of socialization // Administrative Science Quarterly. 1976. Vol. 21. № 3. P. 433–452. DOI: 10.2307/2391853.
17. Yu Haiying, Ma Wenying. The professional quality of normal university students in local universities affects their willingness to teach in rural schools // Journal of Mudanjiang Normal University (Social Science Edition). 2023. № 6. P. 59–69. DOI: 10.13815/j.cnki.jmtc(pss).2023.06.005.
18. Zhou Jiliang, Kuang Yongyong. Rural oriented normal students really willing to directional countryside Study of a focus group interview // The Inner Mongolia Social Science. 2024. Vol. 45. № 6. P. 174–183. DOI: 10.14137/j.cnki.issn1003-5281.2024.06.022.
19. Zhou Dan, Ma Kang, Shan Chengwei. Type analysis and promotion strategy of rural oriented normal university students' willingness to return home – Based on the survey of 2,514 rural oriented normal university students in 8 provinces // Journal of Soochow University (Educational Science Edition). 2024. Vol. 12. № 3. P. 95–107. DOI: 10.19563/j.cnki.sdjk.2024.03.010.
20. Ma Yongquan, Zhong Shumin. The logical attribution, problem representation and rational path of normal students in local normal universities // The Teacher Education Research. 2024. Vol. 36. № 4. P. 14–19. DOI: 10.13445/j.cnki.t.e.r.2024.04.009.
21. Du Peng. The incentive and cultivation of embedded governance: the research on the reproduction mechanism of township personnel structure // Journal of Tianjin University of Administration. 2024. Vol. 26. № 1. P. 75–86. DOI: 10.16326/j.cnki.1008-7168.2024.01.008.
22. Wang Chongguang. Can educational practice improve the labor market performance of normal university students – An empirical investigation based on the perspective of organizational socialization theory // Journal of Educational Science, Hunan Normal University. 2024. Vol. 23. № 5. P. 113–122. DOI: 10.19503/j.cnki.1671-6124.2024.05.014.
23. Chen Lin, Li Aihua. The socialization process and motivation of PE normal university Students from the perspective of professional socialization theory // The Heilongjiang Higher Education Studies. 2021. Vol. 39. № 8. P. 80–86. DOI: 10.19903/j.cnki.cn23-1074/g.2021.08.013.
24. Dai Weifen, Sun Ran, Xu Jing. Research on the path of normal university students to become high-quality rural teachers // The Educational Development Research. 2023. Vol. 43. № 8. P. 29–37. DOI: 10.14121/j.cnki.1008-3855.2023.08.013.
25. Yu Haiying, Peng Jingxuan, Yu Shan, Yu Ying, Song Yang. Research on the influencing factors and transmission mechanism of rural teachers' retention // Evidence-based education studies. 2024. № 2. P. 35–49. DOI: 10.18323/3034-2996-2024-2-35-49.
26. Li Jiali, Liang Huiqing, Zhao Kai. Study on the influence mechanism of normal university students' teaching willingness from the perspective of field theory – Based on the survey and analysis of the two normal universities // The Chinese Higher Education Studies. 2024. № 1. P. 79–85. DOI: 10.16298/j.cnki.1004-3667.2024.01.11.
27. Liu Zongnan, Lu Huisheng, Zhang Pu. Selection of rural teachers: human capital, social capital and psychological capital – Based on a survey of more than 12,000 new rural teachers // Academic Monthly of Education. 2022. № 10. P. 97–105. DOI: 10.16477/j.cnki.issn1674-2311.2022.10.012.
28. Wang Chen, Zhang Pengfei. Sociological investigation of the professional "transfer" mentality of rural youth special post teachers // Monthly Academic Education. 2023. № 2. P. 83–90. DOI: 10.16477/j.cnki.issn1674-2311.2023.02.012.

Исследование влияния встроенного образования на готовность студентов местных педагогических университетов преподавать в сельских школах

Юй Хуэй[1], доцент, секретарь партийного комитета Колледжа музыки и танца,
наставник студентов магистратуры
Вань Цзыси[2], магистрант
Юй Хайин*[3], доктор педагогических наук, профессор,
декан факультета педагогики, научный руководитель студентов магистратуры
Муданьцзянский педагогический университет, Муданьцзян (Китай)

***E-mail:** 0701008@mdjnu.edu.cn

[1]ORCID: https://orcid.org/0009-0005-0420-0805
[2]ORCID: https://orcid.org/0009-0003-8593-4135
[3]ORCID: https://orcid.org/0000-0003-0157-4631

Поступила в редакцию 08.11.2024 *Пересмотрена 20.11.2024* *Принята к публикации 27.11.2024*

Аннотация: Встроенное образование является основной мерой, предпринимаемой местными университетами для сокращения дефицита профессиональных кадров и привлечения студентов педагогических вузов к преподаванию в сельских школах. В исследовании использовались данные опроса 11 882 студентов местных педагогических колледжей в пяти провинциях. Целью работы было выяснить, повышает ли встроенное образование готовность студентов преподавать в сельских школах. Исследование показало существование умеренной положительной корреляции между формой, содержанием и методиками встроенного образования и готовностью студентов-педагогов преподавать в сельских школах. Более важными аспектами оказались двунаправленное, инновационное и непрерывное встраивание, приобретение сельскими учителями профессиональных норм и ценностей, развитие компетенций в сельском образовании. С ростом интенсивности встроенного образования повысилась готовность студентов педагогических вузов преподавать в сельских школах, но не все аспекты встроенного образования сыграли в этом положительную роль. Положительное влияние оказали общее образование, развитие профессиональных компетенций в сельском образовании и двунаправленное встраивание. Чтобы повысить готовность студентов педагогических вузов преподавать в сельских школах, нужно усилить двунаправленный характер встроенного образования; внедрить такой вид совместной работы для повышения внутренней мотивации студентов-педагогов к преподаванию в сельских школах; повысить профессиональное соответствие между студентами-педагогами и сельскими школами; принять многоаспектный метод работы сельских педагогов со студентами, чтобы помочь студентам педагогических вузов подготовиться к преподаванию в сельских школах.

Ключевые слова: местные университеты; студенты педагогических вузов; преподавание в сельских школах; встроенное образование.

Благодарности: Финансирование проекта: Национальный общий образовательный проект Государственного фонда гуманитарных наук в 2021 году «Исследование механизма удержания сельских учителей» (грант № BHA210137).

Для цитирования: Юй Хуэй, Вань Цзыси, Юй Хайин. Исследование влияния встроенного образования на готовность студентов местных педагогических университетов преподавать в сельских школах // Доказательная педагогика, психология. 2024. № 4. С. 25–36. DOI: 10.18323/3034-2996-2024-4-59-3.