

## RESEARCH ON THE MECHANISM CONSTRUCTION AND PRACTICAL STRATEGIES FOR NORMAL UNIVERSITIES TO PROMOTE THE HIGH-QUALITY DEVELOPMENT OF RURAL BASIC EDUCATION

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### ABSTRACT

This research deeply analyzes the relationship between normal universities and rural basic education, and focuses on constructing mechanisms such as educational resource sharing, teacher training and exchange, promotion of educational informatization, and scientific research support and cooperation. At the same time, closely combining the actual needs of the development of rural basic education, it proposes practical strategies for normal universities to help its high-quality development. The purpose is to provide a solid theoretical basis and practical guidance for normal universities to better serve rural basic education, and then promote the high-quality development of rural basic education.

**Keywords:** Normal universities, rural basic education, mechanism construction, practical strategies

### 1.0 PREFACE

The high-quality development of rural basic education is an important support for China's strategy of building a powerful country in education. It plays a key role in improving the quality of rural population, promoting rural economic development and social progress. As an important base for cultivating teachers, normal universities have rich educational resources and teaching forces, and play an irreplaceable role in the high-quality development of rural basic education. However, normal universities still face some problems and challenges in promoting the development of rural basic education. It is necessary to deeply study the mechanism and practical strategies for helping rural basic education to improve service quality and effect and promote the sustainable development of rural basic education.

### 2.0 PRESENTATION OF THE PROBLEM

In the process of China's rapid development, in building a powerful country in education, higher education is the leader and basic education is the base point. At present, there is an imbalance between urban and rural basic education, and the plight of rural basic education is prominent. Problems such as weak teaching forces, lack of resources, and backward facilities seriously hinder its revitalization and rural social development. In recent years, the country has attached great importance to rural basic education and issued many policies. As an important

base for teacher training, normal universities are crucial for the high-quality development of rural basic education. They have rich resources and teaching forces and can provide strong support for rural basic education through activities such as teaching support by normal students, teacher training, and educational research (Cao, J. & Zhao, B.M., 2024).

However, at present, when normal universities help the high-quality development of rural basic education, there are still some problems and challenges. On the one hand, the connection between normal universities and rural schools is not close enough, and there is a lack of an effective cooperation mechanism. On the other hand, when normal universities serve rural basic education, they often focus on short-term teaching support activities and lack long-term and systematic planning and support. Therefore, constructing a mechanism for normal universities to help the high-quality development of rural basic education and exploring its practical strategies are the key problems that need to be solved urgently.

### **3.0 CONSTRUCTION OF ASSISTANCE MECHANISMS**

#### **3.1 Educational Resource Sharing Mechanism**

##### **1. Necessity**

Rural basic education is facing many difficulties, and the lack of educational resources is one of the key problems. Rural schools are relatively weak in teaching resources, teaching forces, and educational facilities. In terms of teaching resources, teaching materials, lesson plans, courseware, etc. often lack innovation and pertinence; the teaching force has problems such as insufficient quantity, uneven quality, and relatively backward educational concepts; educational facilities are simple and difficult to meet the needs of modern education and teaching. However, normal universities have rich educational resources, including high-quality teaching resource libraries, high-quality teacher teams, and advanced educational facilities. Through educational resource sharing, the advantageous resources of normal universities can be introduced into rural basic education (Zhou, X., 2024; Wang, H. & Bai, H.T., 2024). This can not only make up for the shortage of rural basic education resources but also improve the quality and level of rural basic education. At the same time, educational resource sharing helps promote educational equity, narrow the urban-rural education gap, and enable rural students to enjoy educational resources similar to those of urban students, laying a foundation for the sustainable development of rural basic education (Li, S.C. & Guo, Y.N., 2021).

##### **2. Shared Content**

First, it is the sharing of teaching resources. Normal universities can provide rural schools with high-quality teaching resources such as teaching materials, lesson plans, and courseware, and carry out activities such as joint teaching and teaching observation to promote exchanges and cooperation between urban and rural teachers. Secondly, it is the sharing of teacher resources. Dispatch excellent teachers to rural schools for teaching support and lectures, bring advanced educational concepts and teaching methods to rural students, and at the same time provide training and further education opportunities for rural teachers to improve their professional qualities and educational teaching abilities. Finally, it is the sharing of educational facilities. Cooperate with rural schools to build educational facilities such as libraries and laboratories to provide better learning environments and conditions for rural students. At the same time, they

can use their own technical advantages to provide rural schools with support such as distance education and online education (Hao, J.M., 2023).

### 3. Sharing Methods

First, realize online sharing. Use the Internet and information technology means to establish an online resource sharing platform to realize the rapid transmission and effective utilization of teaching resources. Secondly, it is offline communication. Organize teachers from normal universities to conduct field research and teaching support activities in rural schools, and communicate teaching experience and methods face-to-face with rural teachers. At the same time, invite rural teachers to visit and study at normal universities and participate in training activities. Finally, carry out project cooperation. Cooperate with rural schools to carry out various educational projects, such as jointly building internship bases and carrying out educational experiments, to promote in-depth integration and sharing of educational resources and teaching forces between the two sides.

### 4. Safeguard Measures

First, establish a special leading group or working institution for serving rural basic education to strengthen organizational leadership and ensure the smooth progress of resource sharing. Secondly, formulate a perfect educational resource sharing system mechanism, clarify the requirements of resource sharing content, methods, responsibilities, etc., and at the same time establish an incentive mechanism and restraint mechanism to stimulate the enthusiasm of normal universities and rural schools to participate in resource sharing. Thirdly, strengthen technical support, strengthen the application and promotion of information technology in resource sharing, improve the efficiency and effect of resource sharing, and at the same time strengthen network security and data protection. Finally, increase investment, including support in terms of manpower, material resources, and financial resources, and actively seek the support and participation of the government, enterprises and all sectors of society to form a diversified investment mechanism (Xu, Y., Liu, N.Y., et al., 2022).

## 3.2 Teacher Training and Exchange Mechanism

### 1. Construction of Teacher Training Mechanism

First, realize the docking of targeted training and needs. Considering the particularity and actual needs of rural basic education, normal universities establish close cooperation with rural schools. Through investigations, understand the specific difficulties and challenges of rural basic education, formulate training courses in line with rural basic education, and provide personalized training programs according to the professional backgrounds and teaching experiences of rural teachers.

Secondly, innovate training content and methods. The training content covers multiple aspects such as educational teaching theory, teaching methods and skills, and educational psychology. Adopt various forms such as case analysis, group discussion, and simulated teaching, pay attention to the combination of theory and practice, and at the same time make full use of modern information technology means such as online education platforms and distance

education to provide more convenient and efficient training services for rural teachers (Cui, X.Y., 2023).

Finally, training evaluation and feedback. Establish a perfect training evaluation mechanism to supervise and evaluate the training process and provide feedback and tracking on the training effect. By collecting and analyzing the feedback opinions of participating teachers, timely understand the problems and deficiencies in the training, and then adjust and optimize the training program. At the same time, establish a file system for participating teachers to record their training experience and growth trajectory and provide strong support for the career development of rural teachers.

## **2. Improve the Teacher Exchange Mechanism**

First, improve the urban-rural teacher exchange system. Promote the establishment and implementation of the urban-rural teacher exchange system, encourage excellent urban teachers to go to rural schools for teaching support or temporary positions, and at the same time select excellent rural teachers to go to urban schools for learning and exchanges, promote the sharing and optimal allocation of urban and rural educational resources, and improve the educational teaching level of rural teachers.

Secondly, school-to-school cooperation and exchanges. Strengthen cooperation and exchanges with other universities and educational institutions, hold educational forums, academic seminars and other activities to promote the collision and exchange of educational concepts and teaching methods. At the same time, establish a school-to-school teacher sharing platform to realize the exchange of high-quality educational resources and broaden the vision and thinking of rural teachers and stimulate their innovative spirit and teaching enthusiasm (Huang, H. & Chen, D., 2022; Gu, K., 2022).

Finally. International exchanges and cooperation. In the context of globalization, actively carry out international exchange and cooperation projects, introduce advanced foreign educational concepts and teaching methods, provide international training and learning opportunities for rural teachers, and organize rural teachers to participate in international educational exchange activities to enhance their understanding and understanding of international education and improve the international competitiveness of rural basic education.

## **3.3 Promotion Mechanism of Educational Informatization**

### **1 .Play the Role of Educational Informatization in Promoting the High-quality Development of Rural Basic Education**

In terms of resource sharing, with the help of educational informatization platforms, urban high-quality resources can be introduced to make up for the shortage of rural resources. In terms of teacher training, use online learning platforms to provide convenient and efficient training for rural teachers and improve their literacy and ability. At the level of teaching method innovation, promote innovative methods such as distance teaching and multimedia teaching to enable rural students to enjoy richer and more vivid resources. From the perspective of educational evaluation reform, establish a scientific and objective evaluation system through

informatization means to provide decision-making support for the development of rural basic education.

## **2. Play the Key Role of Normal Universities in Promoting Educational Informatization**

In terms of technology research and development, with strong strength, develop applicable products and technologies according to the actual needs of rural areas; in terms of teacher training, be committed to cultivating new teachers with information literacy and educational technology capabilities to provide talent guarantee for rural education; in platform construction, take the lead in building an informatization platform for rural basic education and integrate resources to serve rural schools; in consulting services, provide relevant consultations for rural schools to help them formulate informatization development plans and implementation plans.

## **3. Practical Strategies for Promoting the Mechanism of Educational Informatization**

To promote the informatization construction of rural basic education, it is necessary to make coordinated efforts in many aspects. The government should introduce policies to guide the participation of normal universities and give strong support. Normal universities need to closely cooperate and build with rural schools, share resources and complement advantages. At the same time, strengthen technology research and development and innovation, provide technical support, pay attention to the cultivation of educational technology talents, and ensure the supply of talents. An evaluation and feedback mechanism should also be established to regularly evaluate the results of rural basic education informatization construction and timely adjust and optimize promotion strategies.

### **3.4 Scientific Research Support and Cooperation Mechanism**

#### **1. Establish a Scientific Research Support Mechanism**

First, accurately dock scientific research projects. Closely combine the actual needs of rural basic education, and normal universities accurately dock scientific research projects. Through in-depth investigations, understand the problems existing in rural basic education in terms of teachers, courses, management, etc., and set up scientific research projects accordingly to ensure that the research content is targeted and practical. Encourage teachers to establish long-term cooperative relationships with rural schools and jointly carry out research projects to form an integrated scientific research model of "production, learning, and research."

Secondly, optimize the allocation of scientific research resources. Through the optimization of the allocation of scientific research resources, ensure that rural basic education scientific research projects receive sufficient funds, equipment and personnel support. Increase investment in rural basic education scientific research projects, set up special funds to support related research projects; actively integrate internal and external scientific research resources such as libraries and laboratories to provide necessary hardware support for rural basic education scientific research projects; encourage teachers to actively participate in rural basic education scientific research projects and form a stable scientific research team.

Finally, promote the transformation and application of scientific research results: attach importance to the transformation and application of scientific research results to ensure that scientific research results can truly serve rural basic education. Through organizing expert reviews, holding achievement exhibitions and other methods, screen and evaluate scientific research results, select results with promotion value for transformation and application. Strengthen communication and cooperation with rural schools, transform scientific research results into teaching resources and management experience, and improve the overall level of rural basic education.

## **2. Establish a Scientific Research Cooperation Mechanism**

First, establish a school-local cooperation mechanism. Actively explore cooperation mechanisms with local governments and rural schools to jointly promote the development of rural basic education. Through signing cooperation agreements and establishing joint laboratories, strengthen the connection and cooperation with local governments and rural schools. Encourage teachers to conduct in-depth field research and teaching work in rural schools, understand the actual situation and needs of rural basic education, and provide strong support for scientific research work.

Secondly, establish an inter-school cooperation mechanism. Strengthen exchanges and cooperation between normal universities and jointly carry out rural basic education scientific research projects. Through establishing an inter-school scientific research cooperation platform and holding academic exchange activities, strengthen information sharing and resource integration between normal universities. Encourage teachers to participate in cross-school cooperation projects and jointly study rural basic education issues to form a joint force to promote the development of rural basic education.

Finally, explore the industry-university-research cooperation mechanism. Actively explore the industry-university-research cooperation mechanism and transform scientific research results into actual productivity. Through cooperation with relevant enterprises, jointly develop educational products and technologies to provide more abundant educational resources and means for rural basic education. Encourage teachers to participate in the research and development work of enterprises, understand market needs and technology trends, and provide new ideas and methods for scientific research work.

## **4.0 PRACTICAL STRATEGIES**

### **4.1 Optimize the Rural Teacher Team**

#### **1. Status Analysis**

The current situation of rural basic education teachers is worrying, which is mainly reflected in the following aspects. First, the number of teachers is insufficient. In remote areas, the teacher establishment is tight, and it is difficult to meet teaching needs. Teachers are burdened heavily and teaching quality is difficult to guarantee. Second, the teacher structure is unreasonable. In terms of disciplines, there is a lack of small subject teachers such as music, physical education, and art, and some subjects are in excess; in terms of age, middle-aged and elderly teachers are in the majority, and the proportion of young teachers is low; in terms of



education background, the proportion of highly educated teachers is not high and some education levels are relatively low. Third, the quality of teachers is uneven. The conditions of rural basic education are poor. Some teachers lack teaching skills and professional knowledge and are difficult to adapt to modern educational requirements. Some teachers also lack educational ideals and career pursuits, and their work enthusiasm is not high.

## 2. Practical Strategies

First of all, increasing the recruitment of rural teachers is a crucial step. In view of the current situation of insufficient number of rural teachers, targeted recruitment and special post plans have become powerful measures. These approaches can attract more outstanding talents to devote themselves to rural education. At the same time, optimizing recruitment policies and improving the treatment of rural teachers can not only enhance the attractiveness of rural teacher positions but also reduce the turnover rate of rural teachers and stabilize the rural teacher team. By providing better material security and career development prospects, more people with educational feelings and professional abilities are willing to take root in rural areas.

Secondly, improving the rural teacher training system is indispensable. In order to improve the educational teaching level of rural teachers, on the one hand, we must strengthen the pertinence and effectiveness of teacher training content. According to the actual needs of rural education, pay attention to cultivating teachers' educational concepts and teaching methods so that they can better adapt to the characteristics and needs of rural students. On the other hand, innovate training methods and adopt a combination of online and offline, and a combination of centralized training and decentralized learning. Make full use of modern information technology and flexible learning models to improve training effects. Let rural teachers improve their professional qualities through continuous learning.

Furthermore, optimizing the rural teacher title evaluation system is of great significance. In view of the problems existing in the rural teacher title evaluation, lowering the evaluation threshold and increasing the pass rate of evaluation can give rural teachers more career development opportunities. At the same time, fully consider the actual situation of rural teachers and give certain policy preferences and concessions, which will stimulate the work enthusiasm and career pursuit of rural teachers. Let them feel that their efforts and contributions have been recognized and rewarded.

Strengthening the construction and management of the rural teacher team is also an important link. Establish and improve the teacher assessment and evaluation and incentive mechanism. Through regularly carrying out teacher assessment and evaluation work, conduct a comprehensive and objective evaluation of teachers' educational teaching work. This can inspire outstanding teachers to stand out and form a good competitive atmosphere. At the same time, establish and improve the incentive mechanism. Through methods such as increasing salary and giving honorary titles, stimulate teachers' work enthusiasm and creativity. Let rural teachers have a sense of accomplishment and belonging in their work.

Finally, encouraging young teachers to teach in rural areas helps optimize the age structure of rural teachers. Through policy guidance, treatment guarantee and other methods, attract more outstanding young teachers to teach in rural schools. They bring new educational concepts and vitality. At the same time, strengthen the training of young teachers. Through methods such as

pairing between mentors and apprentices and teaching observation, improve the teaching ability and professional quality of young teachers. Inject new impetus into the sustainable development of rural education.

## 4.2 Strengthen Rural Curriculum Construction

### 1. Curriculum Status quo

At present, there are many problems in the current situation of rural curriculum. First, in terms of basic courses, it is difficult to implement basic courses such as Chinese, mathematics, and English in rural schools. The weak teaching force makes some teachers unable to deeply interpret and flexibly use teaching materials. The single teaching method is difficult to meet the diverse learning needs of students. At the same time, there is a lack of teaching resources. There is a lack of teaching aids, book materials and multimedia teaching equipment, resulting in a less vivid teaching process and difficulty in mobilizing students' learning enthusiasm.

Second, local curriculum is seriously lacking. Although the countryside has rich local cultural resources, it is not fully reflected in the curriculum setting. Most rural schools lack local characteristic local curriculum. Students know very little about their hometown's history, geography, culture, etc., and it is difficult to cultivate love and sense of identity for the countryside.

Third, practical courses often become a mere formality. Although rural basic education emphasizes the importance of practical teaching, it is difficult to carry out effectively due to limited conditions. Experimental courses cannot be carried out normally due to lack of equipment and venues. Social practice activities are greatly reduced due to safety issues and organizational difficulties. Students' practical ability and innovative spirit cannot be fully cultivated. Fourth, integrated courses lack integration. Rural courses are insufficient in interdisciplinary integration, and the construction of integrated courses lags behind. There is a lack of effective connection and integration between various disciplines, and it is impossible to form a systematic knowledge system and ability structure, which is not conducive to the cultivation of students' comprehensive quality.

### 2. Construction Content

In rural curriculum construction, it covers many important aspects. First of all, basic curriculum construction is committed to strengthening the teaching of basic disciplines such as Chinese, mathematics, and English, and laying a solid disciplinary foundation for students. At the same time, continuously update and optimize curriculum content to make it closely fit the actual needs of rural students and ensure that basic curriculum teaching is more targeted and effective.

Secondly, local curriculum construction makes full use of the rich local resources in the countryside and actively offers courses with strong rural characteristics such as rural history, rural geography, and rural culture. These courses can help students understand the countryside in depth, cultivate their love for the countryside, and then stimulate students' sense of responsibility and mission to serve the countryside.



Once again, practical curriculum construction focuses on strengthening the practical teaching link and offering various types of courses such as experiments, practical training, and social practice to effectively cultivate students' practical ability and innovative spirit. Through various practical activities, guide students to go deep into rural reality, increase their understanding of the countryside, and contribute to rural development.

Finally, integrated curriculum construction focuses on interdisciplinary integration, launches integrated practical courses, theme exploration courses, etc., and is committed to cultivating students' comprehensive quality and innovative ability. Through the study of integrated courses, students can gradually form an interdisciplinary knowledge system and ability structure and lay a solid foundation for future development.

### 3. Construction Methods

In the construction of rural basic education curriculum, we can start from many aspects. The first is curriculum research and development. Organize experts, scholars and rural teachers to participate together and formulate curriculum standards and teaching syllabuses that are in line with reality. Experts build frameworks and provide theoretical guidance with profound academic qualities and cutting-edge concepts. Rural teachers give practical suggestions based on their understanding of students and the rural environment to ensure that the curriculum is in line with reality. At the same time, pay attention to the development and utilization of curriculum resources, dig natural and humanistic characteristic resources and integrate them into the curriculum. For example, use fields and mountains to develop natural science resources, dig historical folk customs to enrich humanities courses, enhance students' sense of identity and belonging to rural culture, and make the curriculum have both rural characteristics and educational value to meet the needs of rural basic education (Wang, W., 2022; Yuan, C., 2022; Yu, Z.Q., 2022).

Secondly, it is teacher training. Strengthen the construction of rural teacher teams and improve teachers' professional qualities and educational teaching abilities. Through forms such as training and seminars, let teachers understand the concepts and methods of rural curriculum construction and master curriculum teaching skills and methods.

Thirdly, it is curriculum implementation. During the implementation process, pay attention to the dominant position of students and focus on students' individualized needs and development. Adopt diversified teaching methods and means to stimulate students' interest and enthusiasm in learning. At the same time, strengthen the construction of curriculum evaluation and feedback mechanisms to timely understand students' learning situations and teaching effects.

Finally, it is curriculum research. Encourage teachers to carry out curriculum research activities and explore curriculum teaching models and methods suitable for rural students. Through research projects and paper writing, promote the in-depth development of rural curriculum construction.

### 4.3 Improve the Informatization Level of Rural Basic Education

#### 1. Status quo Analysis

At present, the informatization level of rural basic education is relatively low, which is specifically reflected in many aspects. First, the infrastructure is weak. Many rural schools lack necessary hardware facilities such as computers and networks, which greatly limits the promotion of educational informatization. Second, the degree of resource digitization is low. High-quality educational resources are difficult to spread widely in rural areas. Rural schools have very limited ways to obtain and utilize digital educational resources. Third, rural teachers' ability to apply information technology is insufficient. It is difficult to effectively use information technology means to carry out teaching innovation, which has a negative impact on teaching quality and effect. Fourth, the management system is imperfect. There is a lack of an effective information education evaluation and supervision mechanism, and it is difficult to guarantee the quality and sustainable development of information education.

## 2. Promotion Strategies

In terms of improving the informatization level of rural basic education, we can start from the following strategies. First, strengthen the construction of informatization infrastructure. The government needs to increase investment to ensure that rural schools have basic hardware facilities such as computers and networks. For example, rationally allocate the number of computers according to the school scale and needs, and create a stable campus network environment. At the same time, encourage social forces to participate and form a diversified investment mechanism led by the government and participated by the market. Through policy guidance, attract enterprises to donate equipment, services or carry out cooperation projects to improve infrastructure (Su, D., Zhang, L. et al., 2022).

Secondly, promote the digital sharing of educational resources. Establish a digital platform, upload high-quality educational resources after digitization, and realize urban-rural sharing. Cover various resource types to meet different needs. Rural schools can also develop digital resources with local characteristics, such as video courses on folk culture and courseware on agricultural production practice for exchange and use (Wu, X.Y., 2021).

Furthermore, improve rural teachers' ability to apply information technology. Strengthen training, including computer basics, office software, multimedia teaching tools and the operation of online teaching platforms. Adopt various forms such as centralized training, online learning, and school-based training. Centralized training can systematically train teachers at a specific time. Online learning allows teachers to arrange independently by using online course platforms. School-based training is guided by backbone teachers or external experts in combination with teaching practice.

Finally, improve the education informatization management system. Establish and improve the management system and clarify the responsibilities and tasks of educational departments at all levels and schools. The education administrative department is responsible for planning, policy support and fund guarantee. Schools are responsible for implementing information-based teaching and managing equipment resources. Strengthen evaluation and supervision, establish a quality evaluation index system to regularly evaluate teaching effects, and strengthen the management and maintenance of equipment resources to ensure normal operation and use. Through these strategies, jointly improve the informatization level of rural basic education.

## 4.4 Build a Rural Basic Education Community

## 1. Connotation and Characteristics of the Community

The rural basic education community has rich connotations and distinct characteristics. First of all, it reflects multiple participations. It is an educational ecosystem composed of multiple subjects such as rural schools, teachers, students, parents, communities and external support forces. These subjects jointly participate in construction and development (Xiao, Z.G. & Zhao, J.H., 2019).

Secondly, it has resource sharing. It emphasizes the sharing and integration of resources. By optimizing resource allocation and improving resource utilization efficiency, it provides strong support for the development of rural basic education. Thirdly, it pays attention to collaborative win-win. Multiple subjects cooperate with each other to achieve resource sharing and complementarity to promote the overall progress of rural basic education.

Finally, it has sustainable development. It attaches importance to sustainable development, continuously improves and optimizes the educational ecosystem, and lays a solid guarantee for the long-term and stable development of rural basic education.

## 2. Construction Strategies

In terms of building a rural basic education community, the following strategies can be adopted. First, strengthen policy guidance and support. The government should issue relevant policies, clarify construction goals and tasks, provide policy support and financial guarantees, and lay a solid guarantee for its construction.

Secondly, stimulate the enthusiasm of multiple subjects to participate. Through publicity and education, training and other methods, guide rural schools, teachers, students, parents, communities and external support forces to actively participate in the construction and development of the community (Xiao, Z.G. & Zhao, J.H., 2019).

Thirdly, integrate resources and optimize allocation. Strengthen resource integration, establish a rural basic education resource database, realize resource sharing and complementarity, and improve resource utilization efficiency to provide strong support for the development of rural basic education.

Fourth, establish a cooperation mechanism. Clarify the respective responsibilities and tasks of multiple subjects, strengthen communication and coordination, and form a joint force to promote the construction and development of the community. Finally, cultivate rural basic education culture, enhance cohesion and centripetal force, improve social recognition and influence, and provide a powerful spiritual driving force for the high-quality development of rural basic education.

## 5.0 CONCLUSION

Through in-depth discussions on the mechanisms and practical strategies of normal universities to help rural basic education, this study draws the following conclusions:

## 5.1 Normal Universities Play a Key Role in the High-quality Development of Rural Basic Education

As an important base for cultivating teachers, normal universities can provide multi-faceted support for rural basic education through mechanisms such as educational resource sharing, teacher training and exchange, promotion of educational informatization, and scientific research support and cooperation. They play an irreplaceable role in improving the quality of rural basic education, promoting educational equity and promoting rural social development.

## 5.2 Mechanisms and Strategies Need to be Continuously Improved and Optimized

Although normal universities have taken some measures in serving rural basic education, there are still some deficiencies in their service mechanisms at present. For example, the cooperation mechanism is not close enough, and the service lacks systematic and long-term planning. In the implementation process of practical strategies, there are also some problems. For example, the construction of rural teacher teams still needs to be strengthened, curriculum construction needs to be further optimized, there are difficulties in improving the informatization level of education, and more efforts are needed to build a rural basic education community. Therefore, it is necessary to continuously improve and optimize relevant mechanisms and strategies to improve the quality and effectiveness of normal universities in serving rural basic education.

## 5.3 Multi-party Cooperation is the Key to the High-quality Development of Rural Basic Education.

The high-quality development of rural basic education not only requires the active participation of normal universities but also requires the joint efforts of the government, rural schools, all sectors of society and multiple subjects in the rural basic education community. The government should strengthen policy guidance and financial support. Rural schools should actively cooperate with the service work of normal universities. All sectors of society should participate in the high-quality development of rural basic education through donations, volunteer services and other methods. The subjects in the rural basic education community should strengthen cooperation and jointly promote the sustainable development of rural basic education.

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