

Research on the Characteristics and Components of Rural Teachers Practicing the Spirit of Educators

Jingyao Feng^{1,*}, Yanmei Zhang¹

¹Xi'an Innovation College of Yan'an University, Xi'an, Shaanxi, China

**Corresponding author*

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Abstract: With the country's continuous attention to rural education, strengthening the construction of rural teachers in the new era has become a key measure to revitalize rural education in China. The proposal of the educator spirit undoubtedly provides a valuable value guide for leading rural teachers to stick to their original educational aspirations, devote themselves to rural education and its construction. This study combines the inner meaning of the educator spirit with the characteristics of the times, and deeply explores what kind of rural educator spirit rural teachers should practice in this special region, and draws the following conclusions: The educator spirit practiced by rural teachers is embodied in two aspects: theory and practice, which is mainly composed of six elements: ideal and belief, moral sentiment, educational wisdom, attitude towards cultivation, kindness and pursuit of greatness. Among them, rural education feelings rooted in rural areas are the most important thing for rural teachers to practice educator spirit.

1. Raise the question

In recent years, the development of rural teaching staff is a key focus in current educational advancement, and clearly put forward that "We should deeply understand the significance of the construction of rural teachers, and strive to build a rural teacher team that loves the countryside, has good quality and is full of vitality."^[1]We can use the professional ideas, abilities and spirits of rural teachers to promote the high- quality development of rural education. In the process of developing rural education, the problem that rural teachers can't go down, can't stay and can't teach well has always been the most important factor affecting the development of rural education. However, with the continuous improvement of the policy, the living conditions of rural teachers such as housing and salary are gradually guaranteed. Taking root in rural education bases and sticking to rural education have become the new primary task and the most difficult task to complete in building rural teachers. Scholars generally believe that the feelings of rural education are the internal spiritual motivation to encourage rural teachers to stick to their original intentions and devote themselves to the revitalization of rural education, and also the key to retaining and developing rural teachers.^[2]Rural education feelings have undoubtedly become the internal spiritual motivation to encourage rural teachers to stick to their initial educational intentions and devote themselves to the revitalization of rural education. At present, in the process of rural teachers' team construction, how to urge rural teachers to stick to their initial education and cultivate their feelings for rural education

has become a realistic problem that needs to be answered urgently for the high-quality development of rural education. ^[3]In September, 2023, General Secretary encouraged teachers to "follow the example of educators and vigorously carry forward the spirit of educators", and profoundly explained the spiritual connotation of educators from six aspects: ideals and beliefs, moral sentiments, wisdom in educating people, attitude towards cultivation, kindness and pursuit of greatness. ^[4]The put-forward of the educator spirit points out the direction for rural teachers to cultivate rural education feelings in the new era, and provides a practical basis for the majority of rural teachers to take root in the countryside and form the educator spirit in educational practice. Therefore, based on the scientific connotation and significance of the educator spirit, this paper discusses what spiritual characteristics and connotations rural teachers should follow when practicing the educator spirit. It is of great theoretical and practical significance to rebuild the spiritual home of rural teachers, build a high - quality rural teachers team, build a high-quality education system, and promote the construction of a strong education country.

2. The educator spirit to be practiced by rural teachers

Educator spirit is the value guidance provided by General Secretary for the construction of high-quality teachers. In the concept of educator spirit, the concept of "educator" focuses on "home", that is, "people with expertise". This kind of expertise is embodied in educational thought, educational theory and educational practice. As for the concrete expression of "educator", some scholars believe that it should include feelings, creativity, ideological power and influence. ^[5]Some scholars also pointed out that educator teachers should have the abilities of educational feelings, educational thoughts, practical ability, educational reflection and educational leadership. ^[6]In a word, an educator teacher needs to have deep affection for education, teaching practice ability and growing professional concept. In addition, General Secretary explained the rich connotation of educator spirit from six dimensions: faith, virtue, wisdom, attitude, emotion and realm. In response to this spiritual connotation, the educator spirit of rural teachers is derived in the specific field of rural areas. It is a concentrated expression of the spiritual world of rural teachers, so it has a unique meaning of "in the countryside", in which rural education feelings are an important measure.

It can be said that the educator spirit that rural teachers should practice is the concrete manifestation of the educator spirit in the rural field, and its specific connotation interprets the rural education feelings of rural teachers, with emphasis on "thinking" and "practice". "Thought" requires rural teachers to truly recognize rural children, rural schools and rural society from the bottom of their hearts, while "practice" needs to be put into action on the basis of recognition. Educator spirit fundamentally provides value guidance and spiritual motivation for rural teachers to cultivate rural education feelings and realize self-development.

As the key subjects who carry forward and practice the spirit of educators, ^[7]rural teachers should consciously and voluntarily contribute to the prosperity and development of rural areas, take noble moral sentiments as the cornerstone, have firm rural education beliefs, and firmly believe that rural education is an important force in building an educational power. In the process of rural education practice, they pay attention to the emotional investment in rural society, rural schools, and rural students and improve their professional quality. Specifically, the spirit of rural teachers as educators is embodied in the following aspects. Having a broad international vision and a grand pattern, they should, on the basis of in - depth understanding of the actual situation of rural society, with love for the countryside, be determined to contribute to promoting the reform of rural education practice. They care for rural children, pay attention to personalized guidance, pay special attention to rural vulnerable groups, and provide them with more opportunities and support. On the basis of knowing the long - term nature and complexity of rural education, they still maintain a serious and persistent

attitude towards rural education, recognize their own profession, actively pay attention to the development trend of rural education, consolidate their professional foundation, localize the rural education content and methods, sum up and reflect on the accumulated experience, and explore new ideas in practice.

3. The elements of rural teachers' practicing educator spirit are reflected

Educators' spirit is a well-structured spiritual system, which covers three levels of value, practice and goal, and it is the main dimension to understand its basic connotation.^[8] On the value level, the ideals, beliefs and moral sentiments of educators' spirit provide moral guidance for rural teachers to practice educators' spirit; On the practical level, the educational wisdom and attitude of educators' spirit show the literacy orientation of rural teachers to practice educators' spirit; On the goal level, the loving heart and the pursuit of great morality of educators' spirit make it clear that rural teachers should stick to the goal of cultivating rural education feelings. Among them, value leads action, and action relies on practice to gradually achieve the goal. These three aspects are closely related and interact to jointly build a strict and complete logical system.

3.1 The ideal and belief of "having the greater good in mind and serving the country with utmost sincerity"

Ideals and beliefs are the spiritual pillar in a person's heart, which requires individuals to integrate the "self" into the "greater self" and closely link personal growth with social progress. This concept provides a solid political guidance for rural teachers to practice the spirit of educators. For rural teachers, their ideals and beliefs are bound to be closely related to rural education, and the development of rural education depends on the prosperity of rural society. Rural society has a unique cultural background and development needs. Rural teachers, being in it, shoulder the heavy responsibility of promoting rural education and helping rural development. In the face of the realistic situation of rural education, rural teachers need to identify with rural society from the deep heart and integrate the construction of rural society into the whole process of educating people. They can't just regard teaching as a job, but regard rural education as their lifelong responsibility and persistence. With full enthusiasm and a high sense of responsibility, they should dig deep into all kinds of educational resources in rural areas, such as rural history and culture, natural scenery, etc., so as to enrich the teaching content and make rural education full of vitality. At the same time, rural teachers should train successors of rural construction in the new era, so that they can become knowledgeable, skilled and responsible talents.

3.2 Moral sentiment of "Speaking as a scholar is the rule, and behaving as a model"

Teachers' moral sentiment plays a crucial role in their moral cultivation and character shaping. "Speaking as a scholar" has profound and rich connotations, which are embodied in two important aspects. From the perspective of educating students, teachers cultivate rural students' thinking ability, innovative spirit and practical ability through words and deeds. In the classroom, teachers' vivid and interesting explanations skillfully stimulate students' interest in learning and guide them to actively explore the ocean of knowledge. From the perspective of influencing rural society, For rural teachers, their words and deeds are like a mirror, which directly reflects the cultural atmosphere and moral customs of rural society. This requires rural teachers to actively integrate into rural life, open a window of knowledge for the villagers with their profound knowledge, set a moral benchmark for the countryside with noble character, and strive to become the core force for inheriting rural culture and shaping rural fashion. "Behavior norms" are a higher level requirement

for rural teachers. Rural teachers must love rural education from the bottom of their hearts and identify with their profession from the bottom of their hearts.

3.3 The educational wisdom of "enlightening the mind and moistening the heart, teaching students in accordance with their aptitude"

The educational wisdom of "enlightening the mind, teaching students in accordance with their aptitude" is a continuation of the educators' spirit in China's traditional educational culture (such as emphasizing moral cultivation, focusing on individual differences, etc.). The growth of students has its common laws and characteristics in a specific period, but it also shows the unique development state of different individuals, which is particularly prominent in the complex educational environment in rural areas. "Enlightening wisdom and moistening heart" requires rural teachers to respect the natural nature of rural children, enlighten children's wisdom, stimulate children's interest and guide children to discover their own values in rural education in the new era. In addition, administrators should pay attention to the rural teachers' "rural nature", that is, their ability to respond to the challenges they face based on the actual situation of rural education.^[9] "Teaching students in accordance with their aptitude" requires rural teachers to respect the differences of rural children's development according to the characteristics of rural children and carry out education and teaching suitable for each child.

3.4 The attitude of "assiduous study and perseverance, seeking truth from innovation"

"Diligence and perseverance" require rural teachers to learn local cultural knowledge, be familiar with local customs, understand the needs of educational development, and cultivate talents for rural development. "Seeking truth from facts and innovating" requires rural teachers to innovate boldly in education and teaching. On the one hand, rural teachers should dare to be the first on the basis of grasping the rural reality, stay involved in the development of rural construction, be practitioners of rural education, and explore new paths for rural education development in the new era. For example, rural teachers can use their spare time to plan and implement various activities in line with local culture, helping villagers of all cultural levels to get in touch with modern civilization through multiple channels, thus improving the villagers' scientific and cultural literacy and quality of life.^[10] On the other hand, rural education has its uniqueness and complexity. Under the guidance of national policies, rural teachers need to absorb excellent local cultural elements into their daily educational activities according to their learning and teaching conditions, constantly innovate rural education practices and open up a new world of rural education.

3.5 The benevolent heart of "being happy to teach and love life, willing to contribute"

Benevolence is a noble moral emotion, which refers to deep care, sincere respect and selfless dedication to others. In the field of education, benevolence is not only the basis of professional ethics of educators, but also an essential internal quality. Rural children, as typical representatives of disadvantaged groups, often face multiple challenges such as lack of educational resources, lack of family support and lack of social attention. These unfavorable factors can easily lead to deviation in their cognitive development, such as lack of learning motivation and low sense of self-efficacy. At the same time, they may also have defects in mental health growth, such as inferiority, loneliness and weak emotional adjustment ability. Therefore, the growth of rural children needs not only knowledge transfer, but also emotional care and value guidance. Rural teachers play a vital role in rural education. They are not only the transmitters of knowledge, but also the "surrogate parents" of rural children. Because some rural children's parents go out to work for a long time or their family

education ability is limited, rural teachers often need to take on more responsibilities to fill the gap in family education. They should pay attention to the life growth of rural students with kindness and help children correctly understand the value and meaning of life.

3.6 The Pursuit of "Minding the World and Educating People"

Although rural teachers are located in rural areas where education development is relatively weak, they should not be restricted by the region, but should be mindful of the world and establish the value concept of "developing small families and promoting everyone". Their work is not only related to the future of rural children, but also affects the development process of the whole country. Under the strategic background of rural revitalization, rural teachers are not only the disseminators of knowledge, but also the guardians of culture, bearing the important mission of inheriting Chinese excellent culture and cultivating citizens in the new era. First of all, rural teachers should have an international perspective, understand the global educational development trend, absorb advanced educational concepts, and combine local reality to innovate teaching methods. At the same time, they should actively assume the responsibility of "promotion ambassadors" of advanced socialist culture and excellent Chinese traditional culture, so that rural students can take root in their native land and look at the world. In the classroom, they are not only the imparting of knowledge, but also the cultural guiders. In a word, rural teachers are not only the cornerstone of rural education, but also an important force to promote social progress.

4. Conclusions

Educator spirit is a highly condensed and sublimated education quality and ability of educators, which is of great significance and value for promoting rural teachers' professional development. It is also the value guide and spiritual support for rural teachers to strengthen their ideals and beliefs, strengthen rural education identity, cultivate rural education feelings and improve rural teaching quality. The guidance of educator spirit to rural teachers is not only manifested in six spiritual levels: ideal and belief, moral sentiment, wisdom in educating people, attitude towards cultivation, kindness and pursuit of lofty ideals, but also consists of various practices and actions under the guidance of these spirits.

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