

The Realistic Dilemma and Optimal Path of Rural Vocational Education under the Strategy of Rural Revitalization

Yingying Yang^{1, a}

¹School of Vocational Education, Tianjin University of Technology and Education, Tianjin, 300222, China

^a1540522341@qq.com

Abstract

The rural revitalization strategy is a major decision made by the party and the state under the socialist ideology with Chinese characteristics in the new era. Rural vocational education, as an important force supporting rural revitalization, plays an important role in blocking the intergenerational transmission of poverty, promoting the development of rural industries, and boosting agriculture and rural areas. Modernization and other aspects play a vital role. However, the current rural vocational education in our country is still facing real dilemmas such as lagging school concepts, single talent training mode, and fragmented policies. Faced with the important mission of revitalizing the countryside, rural vocational education should boost rural revitalization and modernization of agriculture and rural areas by intensifying reforms, improving security mechanisms, and strengthening overall planning.

Keywords

Rural revitalization; Rural vocational education; Realistic dilemma; Optimization path.

1. Introduction

The "Opinions of the Central Committee of the Communist Party of China and the State Council on Implementing the Strategy for Rural Revitalization" emphasizes that to improve the level of rural people's livelihood security and implement the strategy of rural revitalization, the development of rural education must be given priority and the development of human capital must be put first. The development of rural education has once again been placed in the priority position of national ideals and national strategic development. From the perspective of my country's current rural development and rural education, the problem of poverty in rural areas is still severe. As an important part and unifying force of rural education, vocational and adult education, rural vocational education directly faces rural areas, connects agriculture, serves farmers, and provides ordinary cultural education and technical skills training for farmers in poor areas is the key to effectively solving rural problems. Strength can provide important support for the country's rural revitalization strategy. So far, the development of rural vocational education is not just a simple education problem, but also an important means that has been reconstructed to help solve many problems involving rural society, economy, culture, ecology, and poverty alleviation.

2. The Value of Rural Vocational Education Development under the Background of Rural Revitalization Strategy

Rural vocational education, as the link between the contact and the village, can undertake the important tasks entrusted by the times in different periods, [1] and has its unique value in the context of the rural revitalization strategy.

2.1. Rural Vocational Education Blocks the Intergenerational Transmission of Poverty

Getting rid of poverty is a prerequisite for rural revitalization. It is important for rural vocational education to provide precise humanistic care and assistance to the poor, solve the basic material needs of the rural population, meet their development needs, and block the intergenerational transmission of poverty. Rural vocational education improves rural poor population's technical skills in modern agricultural production, rural reconstruction and rural tourism services, so that they have the most basic support for their lives, enhance their own anti-poverty capabilities, and promote rural revitalization.

Rural vocational education improves the subjective status of the whole family by solving the problems of children from poor families receiving education and employment. The basic needs faced by children from poor rural families are mainly to receive education and employment. Rural vocational education, as an important part of popularizing high school education, is an important starting point for solving the problem of rural poor children's "out of school due to poverty". Through the teaching of technical skills, rural vocational education can enable children from poor families to have the skills to engage in their enthusiastic work, and enhance their sense of self-acquisition and satisfaction.

2.2. Rural Vocational Education Promotes the Development of Rural Industries

The pivot for implementing rural revitalization is to promote the revitalization of rural industries. Rural vocational education can integrate the development of primary, secondary, and tertiary industries, promote structural reforms on the supply side of agricultural products, and effectively integrate the development of rural industries. Rural vocational education can train and train various specialized talents, provide workers with higher cultural qualities for township industries, and provide technical and intellectual support for the development of township industries. In the self-media era, rural vocational education can use the media to carry out entrepreneurship education for the rural population, organize returnees to transfer information, exchange technology and introduce experience to township enterprises, and can also improve the provision of modern information services and intermediaries for the development of rural industries. Services, consulting services, technical services and other professional training capabilities. In other words, rural vocational education is a valuable resource to promote the integrated development of rural industries. At the same time, rural vocational education can provide training in agricultural industrialization management, agricultural professional skills, agricultural management, professional ethics, etc. according to farmers' educational level, employment orientation, age stage, development intention, etc., thereby helping to improve the quality and effective supply of agricultural products.

2.3. Rural Vocational Education Promotes Agricultural and Rural Modernization

Successful foreign experience shows that choosing development models in accordance with local conditions, strengthening the training of agricultural practitioners, and increasing investment in agricultural science and technology are important factors for the sustainable development of agricultural modernization. [2] In the context of the rural revitalization strategy, my country's rural development goals have changed from "agricultural modernization" to "agricultural and rural modernization", affirming and enhancing the overall value of the country in the development of national modernization. Because of its inherent uniqueness, rural vocational education plays an irreplaceable role in the process of realizing agricultural and rural modernization.

The modern production system emphasizes the use of modern means to engage in agricultural production and realize the mechanization and technological transformation of agricultural

production. Mechanized production and the promotion of agricultural technology are inseparable from rural vocational education. Without talents with modern production knowledge and skills, it is difficult to realize modern agricultural production. The modern agricultural management system needs to integrate all relevant elements to form a realistic production capacity. Rural vocational education can transfer knowledge and skills such as industrial structure optimization, product processing value-added, and the promotion and use of new technologies and equipment through systematic teaching and training, and carry out a combination of various elements.

3. The Realistic Dilemma of Rural Vocational Education Development under the Background of Rural Revitalization Strategy

Serving agriculture, developing rural areas, and cultivating new professional farmers are the mission of rural vocational education. In the context of the rural revitalization strategy, the many difficulties faced by rural vocational education are the tumors that have been silting up in the long-term unhealthy or "sub-healthy" development. To a certain extent, this has become a realistic barrier that plagues the development of rural vocational education, and has also become a gap that hinders rural revitalization and the sound development of rural vocational education.

3.1. The Concept of Rural Vocational Education Is Lagging Behind and Cannot Meet the Needs of the Era of Rural Revitalization

Advanced school running philosophy is the key to the school's vitality and vitality, and it responds to the basic questions of why, what and how to do in the process of school education and teaching. Under the background of the rural revitalization strategy, the educational philosophy and school-running philosophy of rural vocational education are expected to accurately connect the transformation of rural economy, the upgrading of agricultural industry, and the improvement of farmers' quality in the new era. However, in the current social practice, the school-running concept of rural vocational education has shown obvious obstruction and cannot respond to the needs of the times in a timely manner. With the realization of the national "two bases" education goals and the continuous changes in the external environment of the education system, many rural vocational education schools have not realized the diversification and differentiation of their service functions in time, but have continued to squeeze out the original functional positioning and focus on academic education. Such as the abolition or reduction of township and village adult schools, the degradation of multiple functions including social services, rural vocational education and rural economic and social development, and other types of rural education systems are separated from each other, and functional structural defects make it serve the new era. The effectiveness of rural revitalization presents a marginal diminishing trend, making it more difficult to gain recognition from groups such as farmers and rural youth.

3.2. The Single Talent Training Model of Rural Vocational Education Cannot Support the Talent Demand for Rural Revitalization

Rural vocational education is a kind of cross-industry education. Its essential attributes and talent training rules require vocational education to realize the joint efforts of "government, industry, enterprise, school" and other multiple subjects to run schools, and take the development of industry-education integration, school-enterprise cooperation, and work-study integration. road. However, due to a variety of reasons, the current rural vocational education talent training has failed to achieve the same frequency resonance with the times. The lack of horizontal and vertical mechanisms for rural vocational education, the poor cohesion of talent training and the low openness of the training process have accelerated the

trend of weakening of the intergenerational transition function of rural vocational education, and the influence of traditional concepts in rural society has caused children from rural families to actively choose newspapers. The probability of rural vocational education is reduced. At present, the professional setting and construction of many rural vocational schools tend to be utilitarian and short-term, lacking systematic planning, scientific demonstration and timely feedback, especially the practice of building agriculture-related majors based on the idea of "professional + industry + Internet" is not common. Rural vocational schools The major structural contradictions are obvious, which can not meet the practical needs of rural revitalization. Rural vocational education and the era of intelligence are not deeply integrated, and curriculum reforms and teaching reforms fail to reflect the times, intersectionality, and intelligence in a timely manner, making rural vocational education students the first and second classrooms, theoretical knowledge and practical knowledge, technical knowledge and humanities Knowledge is not well integrated, which affects the shaping and promotion of its awareness and ability to root in the "three rural" and serve the "three rural" in the new era.

3.3. The Fragmentation of Rural Vocational Education Policies Cannot Meet the Actual Needs of Priority Development in Agriculture and Rural Areas

Rural vocational education is a "modern rural vocational education oriented to rural areas". It is a glue that serves the new urbanization and rural revitalization, and promotes the integrated development of urban and rural areas. In the new era, the policy design and policy system of rural vocational education should be systematized and integrated rather than discrete and fragmented. Rural vocational education in the era of rural revitalization should have richer meanings. It should not only pay attention to the shaping of production skills, but also promote the cultivation of rural culture, democratic awareness, legal awareness and management capabilities, and more attention should be paid to "agriculture-oriented" The policy value orientation of "student-oriented" and "people-oriented" takes the cultivation of new-type professional farmers as the main yardstick to measure the quality of rural vocational education policies.

4. The Optimized Path of Rural Vocational Education Development under the Background of Rural Revitalization Strategy

"Rural revitalization is a systematic project. Only by coordinating the promotion of rural talent revitalization, industrial revitalization, cultural revitalization, ecological revitalization, and organizational revitalization can we truly promote the overall upgrading of agriculture, the overall progress of the countryside, the overall development of farmers, and ultimately the overall revitalization of the countryside." [3] General Secretary Xi Jinping pointed out that the overall goal of implementing the rural revitalization strategy is the modernization of agriculture and rural areas. Based on rural vocational education, its modernization manifests as follows: First, it reflects the needs of rural economic and social development; second, it reflects the openness of lifelong learning; third, it reflects the systemic nature of vocational education. For this reason, the new era needs to actively change the following aspects and optimize the way to better promote rural revitalization and agricultural and rural modernization.

4.1. Intensify Reforms to Improve the Accuracy of Talent Training in Rural Vocational Education

The report of the 19th National Congress of the Communist Party of China clearly pointed out that cultivating new professional farmers and new rural governance talents is the key to promoting the modernization of agricultural and rural development. The rural revitalization strategy provides a good opportunity for the transformation and upgrading of my country's

traditional agriculture to modern agriculture. The reform and development of vocational education has brought huge development opportunities. Vocational colleges should take the cultivation of new-type professional farmers as their main task for a period of time in the future, and meet the educational needs of new-type professional farmers with diversified cultivation methods. Through the construction of a group of specialized, large-scale, and standardized agricultural production demonstration and training bases on campus, a practical teaching platform is provided for professional farmers, so that theory and practical teaching are closely linked.

4.2. Improve the Guarantee Mechanism and Enhance the Attractiveness of Rural Vocational Education

As the main body of my country's education investment, the government must increase its funding of rural vocational education and effectively solve the problem of funding for rural vocational education. Innovating the training mechanism for the faculty of rural vocational education is an important means to improve the quality of rural talent delivery. From the government level, formulate policies to guide outstanding young teachers to train in the countryside, link the promotion of teacher titles to the rural service years, implement a two-way flow mechanism for teachers in regional vocational colleges, etc., to break the unidirectional movement of rural teachers to cities under the urban-rural dual structure. Provide high-quality educational resources for rural revitalization.

4.3. Strengthen Overall Planning and Promote the Balanced Development of Regional Urban and Rural Vocational Education

The imbalance in the development of urban and rural vocational education has caused many problems such as lack of educational equity and insufficient support for rural revitalization strategies. Only by doing a good job in overall planning can the dual dilemma of urban and rural vocational education development be broken, and the ability of rural vocational education to serve rural revitalization strategies can be improved. The imbalance in the development of urban and rural vocational education has caused many problems such as lack of educational equity and insufficient support for rural revitalization strategies. Only by doing a good job in overall planning can the dual dilemma of urban and rural vocational education development be broken, and the ability of rural vocational education to serve rural revitalization strategies can be improved. The "synchronization of the four modernizations" strategy proposed by the 18th National Congress of the Communist Party of China promoted the process of new urbanization and the development of agricultural modernization. The strategy of rural revitalization proposed by the 19th National Congress of the Communist Party of China puts forward higher requirements for the integrated development of urban and rural areas, and establishes a modern rural career. The education system is an inevitable requirement for the balanced development of urban and rural vocational education.

References

- [1] Qi Zhanyong, Yang Wenjie. The evolution logic and prospects of rural vocational education policies in the past 40 years of reform and opening up. China Vocational and Technical Education, Vol.27(2018)No.27,p.43-50.
- [2] Zhang Panchun. Resource Endowment and Path Choice of Agricultural Modernization: Experience Reference from Foreign Countries[J]. Jiangsu Agricultural Sciences, Vol.3 (2017) No.3,p.250-254.
- [3] Han Changbin. Implement the strategy of rural revitalization to promote the priority development of agriculture and rural areas[N]. People's Daily, 2018-08-27.