



# Analysis of the Path of Rural Vocational Schools Serving Rural Revitalization under the Background of Vocational Education in the New Era

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**Abstract.** With the deepening of socialism with Chinese characteristics in the new era, the role of vocational education in promoting rural revitalization strategy has become increasingly evident. Many vocational schools have conducted comprehensive exploration and practice, accumulating valuable experience. However, there are still many shortcomings in these studies and practices, and the role and effectiveness of vocational education in serving the rural revitalization strategy have not been fully realized. This article starts from the four important aspects of vocational education serving rural revitalization, analyzes the three main problems faced by rural vocational schools in serving rural revitalization, and proposes four targeted measures.

**Keywords:** Rural vocational schools; rural revitalization; Service path.

## 1 Introduction

The report of the 20th National Congress of the Communist Party of China pointed out that the most arduous and arduous task of comprehensively building a socialist modernized country still lies in rural areas.<sup>[1]</sup> Adhere to the priority development of agriculture and rural areas, adhere to the integration of urban and rural development, and facilitate the flow of urban and rural factors. Accelerate the construction of an agricultural powerhouse and solidly promote the revitalization of rural industries, talents, culture, ecology, and organizations.<sup>[2]</sup> Vocational education, especially for rural areas, plays an irreplaceable role in promoting the revitalization of rural industries, talents, culture, ecology, and organizations.

## **2 The Importance of Vocational Education in Serving Rural Revitalization**

### **2.1 Serving rural revitalization is the sacred mission entrusted by the Party and the state to vocational education**

In 2021, on the occasion of the National Vocational Education Conference, important instructions were given to vocational education, emphasizing the need to "accelerate the construction of a modern vocational education system, cultivate more high-quality technical and skilled talents, skilled craftsmen, and great country craftsmen. Provide strong talent and skill support for the comprehensive construction of a socialist modernized country and the realization of the Chinese Dream of national rejuvenation."<sup>[3]</sup>

### **2.2 Supporting rural revitalization is an inherent requirement for the high-quality development of vocational education in the new era**

In 2019, the State Council issued the "Implementation Plan for National Vocational Education Reform", which required: "Actively recruit students who have not yet graduated from junior high school, retired soldiers, retired athletes, laid-off workers, migrant workers who have returned to their hometowns, etc. to receive secondary vocational education; serve the rural revitalization strategy, and cultivate practical rural talents with new vocational farmers as the main body for rural areas.<sup>[4]</sup> Give full play to the role of secondary vocational schools, help some students with academic difficulties complete compulsory education in vocational schools according to regulations, and receive some vocational skills learning." At the same time, the "Action Plan for Improving and Optimizing Vocational Education (2020-2023)" clearly emphasizes the need to increase the supply of vocational education in urgently needed fields such as agriculture and rural areas, and build 100 high-quality schools for rural revitalization talent training, and play a good role. "The important role of national level rural vocational education and adult education demonstration counties in serving the rural revitalization strategy. Deepen the integration of industry and education, school enterprise cooperation, and achieve high-quality development of rural vocational education by promoting "prosperous industries, livable ecology, civilized rural culture, effective governance, and prosperous life".

### **2.3 Realizing rural revitalization requires modern vocational education to cultivate more skilled talents**

Implementing the strategy of rural revitalization, the revitalization of rural talents is of utmost importance. The Party and the state attach great importance to the revitalization of rural talents. As the rural vocational education that has the closest contact with rural revitalization and is on the front line, it should enhance its service capabilities, act as the vanguard of vocational education in serving rural revitalization, and fulfill the sacred mission entrusted by the Party and the state. Industrial talents are the primary re-

source for rural revitalization.<sup>[5]</sup> It is necessary to further clarify the goals and positioning of vocational education talent cultivation. By building a high-quality modern vocational education system, we can cultivate technical and skilled talents that can adapt to the development of rural revitalization. Through special education and teaching, we can comprehensively improve the level of vocational education services for agriculture, rural areas, and farmers, achieve the social benefits of "cultivating a talent, strengthening an industry, serving the local economy, and enriching the local people", and help improve the quality and efficiency of rural revitalization.

## **2.4 Serving rural revitalization is the demand of the times for the development of the connotation of rural vocational schools**

At present, vocational education has entered a stage of high-quality development with "improving quality and enhancing excellence" as the main theme. The economic and social transformation and upgrading have also put forward higher requirements for vocational education. In the new situation, vocational schools should deepen the integration of industry and education, focus on strengthening basic capacity building, improving the level of teaching staff, deepening governance system reform, advancing the "three education" reform in depth, adhering to the principle of "combining education and training", cultivating a group of high-quality technical and skilled talents, skilled craftsmen, and great country craftsmen, and making more contributions to local economic development.

Rural vocational schools are oriented towards the vast rural areas, and the rural revitalization strategy has brought new opportunities for the development of rural vocational education. Rural vocational schools should closely focus on the requirements of the rural revitalization strategy, optimize their professional structure, reform their education models, innovate the form of school enterprise cooperation that integrates industry and education, and cultivate a large number of "one understanding, two loves" three rural work teams who understand agriculture, love rural areas, and love farmers, as well as modern farmers who have culture, technology, good management, and are skilled in management. In the future, rural vocational schools will become a training base for rural revitalization talents, a support point for ecological development strategies, a connecting point for the new round of technological revolution in agriculture, rural areas, and farmers, and a booster for the development of modern agriculture.

## **3 The main problems faced by rural vocational schools in serving rural revitalization**

Vocational colleges should actively serve rural revitalization, which has become a consensus in the field of vocational education. Many scholars and experts have conducted a lot of research on this hot topic, and vocational schools have also carried out a lot of practical activities on the front line. However, due to many factors such as inadequate mechanisms, insufficient development momentum of rural vocational education, une-

ven vocational education resources, and imperfect local industrial structure, the effectiveness of rural vocational education in serving rural revitalization is currently low, and the function of vocational schools in serving rural revitalization has not been fully realized. Based on a comprehensive analysis of the current situation and relevant policies of rural vocational education, the main reasons for the low effectiveness of rural vocational schools in serving rural revitalization are:

### **3.1 The educational positioning for meeting the development needs of rural industries is not clear enough**

Currently, cultivating talents and providing human resource support for rural revitalization is the mission and task of the rural vocational education era. However, the current situation is that a large number of rural vocational schools, considering factors such as student sources and future development space, have set their main educational goals as student oriented education, and shifted the main direction of their majors to non-agricultural fields. The number of schools that offer specialized programs for agriculture, rural areas, and farmers is gradually shrinking. Therefore, the positioning and development direction of rural vocational schools' educational goals and development direction are seriously mismatched with the needs of rural revitalization strategy.

### **3.2 The educational conditions that support the implementation of the rural revitalization strategy are very weak**

The vast majority of rural vocational schools are located in areas where the local government lacks financial resources, there are few agricultural enterprises on the scale, and the willingness to cooperate between schools and enterprises is not strong, resulting in a single investment in rural vocational schools, a shortage of operating funds, and insufficient service capabilities.<sup>[6]</sup>At the same time, due to factors such as insufficient funding and shortage of teaching staff, the focus of rural vocational schools is mainly on further education. The coverage of vocational skills training for "benefiting farmers" and "assisting farmers" is limited and not targeted, and the role of vocational schools as centers for rural industrial human resource development has not been fully utilized. Once again, rural vocational colleges are constrained by funding, teaching staff, and other factors, resulting in insufficient development of "agriculture related" courses and training resources, outdated content, outdated teaching methods, single teaching methods, and superficial practical teaching. This leads to a mismatch between teaching and training content and the actual needs of rural areas, farmers, and agricultural development, making it difficult to support the development of modern agricultural industry systems, production systems, and management systems.

### **3.3 The talent training system and mechanism for serving rural revitalization are not sound enough**

When introducing policies for rural revitalization, various regions always emphasize the importance of talents and deploy mechanisms for cultivating talents in rural revitalization. However, unfortunately, after assigning tasks, corresponding supporting systems, financial investment, and incentive policies have not been introduced or are not strong enough, making the attractiveness of rural vocational education weak, resulting in insufficient initiative and enthusiasm of social forces to participate in the operation of rural vocational schools, insufficient depth of enterprise participation in the development of rural vocational education, and insufficient depth of school enterprise cooperation and industry education integration; The talent cultivation system and mechanism for serving rural revitalization lack the participation of agricultural entities, coupled with the low level of rural vocational education itself, which leads to insufficient ability to serve rural revitalization. It is difficult to meet the needs of cultivating new agricultural management entities, improving the agricultural socialized service system, and cultivating a talent team that understands agriculture, loves rural areas, and farmers for rural revitalization.

## **4 The main measures to enhance the ability of vocational schools to serve rural revitalization**

Rural vocational schools should be based on the national "14th Five Year Plan" outline and the "2035 Long Range Goals", actively adapt to the needs of scientific and technological progress and industrial development, take serving the revitalization of rural industries, rural talent revitalization, ecological civilization construction and other strategies as the starting point, activate new reform momentum, and provide talent support for the "three rural" development goals of "promoting high-quality and efficient agriculture, livable and business friendly rural areas, and prosperous farmers".

### **4.1 Connect with strategic requirements, enhance the guarantee of talent cultivation in rural industries and rural revitalization**

①Continuously enhance the adaptability of rural vocational education. Focusing on the revitalization of rural industries, talents, culture, ecology, and organizations, we emphasize targeted, comprehensive, and responsible aspects in terms of educational models, educational methods, and professional settings. This requires the strategic planning of rural vocational schools, the integration of industry and education around the needs of talent cultivation in rural industries and rural revitalization, and school enterprise cooperation.<sup>[7]</sup> Proactively introduce industry, enterprises, and projects, as well as excellent technical and skilled talents into schools and classrooms, and engage in deep cooperation between schools and enterprises in curriculum teaching, internship practice, scientific and technological achievement transformation, and business cooperation

to serve society. Through the construction of dual teachers, pairing of mentors and apprentices, and internship practice, we can understand the current situation of rural industries and rural revitalization, understand the talent requirements of rural industries and rural revitalization, optimize the talent cultivation system of rural industries and rural revitalization, and actively adapt to the implementation of the new era's rural revitalization strategy and talent needs.

②Comprehensively enhance the school's governance capacity. Drawing on modern governance theories, we will comprehensively promote the modernization of the governance system and capacity of rural schools, comprehensively optimize the school system centered on the Constitution, and fully participate in school governance through the school enterprise cooperation council, academic committee, quality assurance committee, parent committee, and employee representative assembly.

③Comprehensively deepen the reform of quality improvement. Further optimize the internship and training environment, form a distinctive campus culture, deepen the development of the "three education" reform, form a teaching team construction pattern of "leading geese and flying geese together", and build a batch of new forms of teaching materials that combine education and training. The teaching mode has achieved significant results, comprehensively improving the job adaptability and sustainable development ability of graduates.

④Optimize the construction of agricultural related majors. Around the needs of agriculture, forestry, animal husbandry, and fishery industries, appropriate advance planning should be carried out, focusing on "one understanding and two loves", and modern agricultural majors such as "family farm production and management" and "crop production technology" should be established; Focusing on ecological development, adhering to the concept of "green mountains and clear waters are invaluable assets", and offering characteristic agricultural majors such as "leisure agriculture production and management"; Proactively adapting to the new round of technological revolution, promoting regional agriculture from traditional agriculture to modern agriculture with intelligent, green, efficient, and sustainable development, and offering agricultural green majors such as "facility agriculture production technology" and "rural electrical technology".

⑤Comprehensively improve the level of open education. Highlight the characteristics of rural vocational education types, explore the "five integrations and five collaborations" school enterprise cooperation model, comprehensively implement an effective path of modern apprenticeship system with Chinese characteristics that adapts to the development of rural industries, and widely carry out international and domestic "agricultural Expo" cooperation and exchanges.

#### **4.2 Adhere to the principle of "combining education and training" to enhance the support of rural vocational schools in serving the learning of farmers**

①Establish "three resource libraries". Collaborate with vocational school teachers and local leading enterprise technical backbone to build a teacher pool with high moral character, strong professional skills, and love for rural areas; Based on "information

technology+", develop a batch of high-quality agricultural teaching resources and build a digital resource library to serve rural revitalization; Collaborate with industry regulatory authorities to build a standardized industrial demonstration park and create a library of teaching practice bases. Provide modern agricultural technology training, technical consulting services, and employee vocational training for agriculture, rural areas, and agricultural enterprises.

②Build "three platforms". Focusing on the development needs of agriculture, rural areas, and farmers, with the participation of multiple stakeholders, building a theoretical research platform related to agriculture, conducting in-depth theoretical research on serving rural revitalization, and exploring effective paths for education to serve rural revitalization; Build a talent training platform, widely carry out training in rural grass-roots management, breeding and breeding technology, modern agriculture, ecotourism, rural e-commerce, etc., improve the technical skills of agricultural talents, cultivate high-quality farmers, cultivate online students' rural sentiment, and cultivate high-quality talents for rural revitalization; Building a practical guidance platform, promoting models such as school village cooperation, school household cooperation, school+enterprise+base+farmer, etc., to promote the modernization of regional agriculture, consolidate the achievements of poverty alleviation, and assist in rural revitalization.

#### **4.3 Gathering advantageous resources and building innovative capabilities to serve the revitalization of rural industries**

①Build an innovation and entrepreneurship platform to promote the transformation of scientific and technological achievements. With the guidance and support of industry experts, we have built demonstration bases for breeding high-quality vegetable seedlings, standardized fruit tree plantations, and smart agricultural parks, providing reference samples and benchmarks for local agricultural modernization. We have established a modern agricultural technology promotion and service team with industry enterprises, research institutes, agricultural parks, university experts, and other units to promote new varieties, technologies, and materials, go deep into farmers, enter the fields, assist the people in solving technical problems, and provide an excellent social practice platform for students on campus.

②Adhere to the linkage between government, schools, enterprises, and villages, and promote the integrated development of rural industries. Integrate agricultural resources, establish a rural revitalization service platform that links government, schools, enterprises, and villages, and invest in special projects to promote the integrated development of rural primary, secondary, and tertiary industries under the coordination of the local government. Vocational schools, enterprises, and village communities will build a "community of shared destiny" to serve agriculture, rural areas, and farmers. Actively mobilize agricultural enterprises to utilize their technological, resource, and market advantages, collaborate with schools to train and cultivate technical farmers, actively carry out the "enterprise+farmers+vocational schools" model, provide agricultural input support, production process guidance, and product underwriting for farmers, achieve "off-site production", reduce the risks of farmers, solve their worries, and stimulate their participation enthusiasm. Give full play to the role of implementers of village

and community policies that benefit farmers, solve the problem of variety entering the land and policy rooting, and encourage farmers to actively participate in the implementation of rural revitalization strategies. Fully leverage the advantages of rural vocational schools in technology, human resources, and project support, organically combine professional construction with industrial development, cooperate with the development of industries in villages and communities, carry out technical services such as technology training in rural areas, on-site training and guidance for enterprise greenhouses and school demonstration bases, establish modern agricultural demonstration bases, solve scientific "farming" problems for farmers, promote regional industrial structure adjustment, and achieve integrated development of "agriculture, culture, and tourism".

#### **4.4 Cultivate the spirit of farmers and craftsmen, and build the driving force for serving rural revitalization**

Spirit is the source of all strength, and rural vocational education needs to widely cultivate the spirit of great craftsmen rooted in rural areas, focusing on fields, loving agriculture, and bravely undertaking the mission of human development. On the one hand, it is necessary to cultivate craftsmanship, firmly believe that all the "seventy-two lines" have great craftsmen, shape the benchmark of rural craftsmen in the whole society, widely promote agricultural craftsmen and skilled craftsmen, guide vocational college students to understand and practice the "Yuan Longping" style of dedication, trustworthiness, excellence, and innovation in the "cultivation" of craftsmanship spirit. On the other hand, it is necessary to cultivate craftsmanship and cultivate craftsmen, establish a talent cultivation and evaluation mechanism guided by ability and quality, fully leverage the professionalism and guidance of vocational schools, focus on new forms, industries, and models of rural revitalization, cultivate new technical and skilled talents adapted to agricultural and new industries, and promote the deepening and implementation of the rural revitalization strategy.

## **5 Conclusions**

Serving rural revitalization is the sacred mission bestowed upon vocational education by the Party and the state. Supporting rural revitalization is an inherent requirement for the high-quality development of vocational education in the new era. To achieve rural revitalization, modern vocational education needs to cultivate more skilled talents, and serving rural revitalization is the demand of the times for the connotation development of rural vocational schools. The article conducts a path analysis from enhancing the guarantee of talent cultivation in rural industries and rural revitalization, enhancing the support of rural vocational schools in serving rural learning, and building innovative capabilities in serving rural industrial revitalization.



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