

Dilemma, Opportunities and Optimization Path of Rural Vocational Education Development under the Background of Rural Revitalization

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Abstract

As an important carrier of rural human resources cultivation, vocational education is a key factor in rural revitalization. The proposal of rural revitalization strategy provides development opportunities and great challenges for rural vocational education. However, China's rural vocational education still faces practical difficulties such as derailment between agriculture-related majors and rural industries, deviation between training goals and rural needs, and agricultural education courses lagging behind modern agricultural standards. In the face of the major mission of revitalizing the countryside and improving quality and excellence, the orientation of rural vocational education should conform to the needs of agricultural and rural modernization in the new era, the teaching process should pay attention to the cultivation of teachers, and the teaching goal should be accurately positioned to cultivate new vocational farmers.

Keywords

Rural Revitalization; Rural Vocational Education; Opportunity; Challenge.

1. Introduction

In 2035, if China wants to achieve the great goal of "three rural areas" development and modernization and cultivate a qualified "three rural areas" work team, it must pay attention to the development of rural vocational education, cultivate practical talents, and provide strong human and intellectual support for comprehensively promoting rural revitalization. In March 2021, the Central Committee of the Communist Party of China and the State Council issued the Opinions on Accelerating the Revitalization of Rural Talents, which clearly stated that it is necessary to accelerate the development of rural vocational education, cultivate professionals urgently needed in rural areas, and conduct skills training for rural "two descendants". Rural vocational education closely connects rural education and adult education, takes root in rural areas, connects agriculture, and faces farmers, which is an important channel for promoting the development of "three rural areas". Especially in some rural areas, in the post-poverty alleviation era, vocational education is an important means to effectively solve the backwardness of local development by providing cultural education and skills training [1]. However, compared with the requirements of building agricultural and rural modernization, there are still a series of problems in China's rural vocational education.

2. Analysis of the Development Status of Rural Vocational Education

2.1. Advantages and Opportunities for the Development of Rural Vocational Education

First, weaken the intergenerational effect. Intergenerational effect refers to the social phenomenon that in the upper and lower generations, the next generation will be influenced

by the previous generation and it is difficult to break free [2]. Intergenerational effects have a great impact on both the right to education and employment opportunities of future generations, especially in rural families, where some rural parents themselves have a low level of education and low social status. On the one hand, these parents are forced by life to go out to work, neglecting the education and guidance of their children, resulting in a lack of interest in learning from an early age; On the other hand, most of these parents themselves are farmers, have less contact with society, lack contacts and resources, and find it difficult to help future generations develop in study and work. Therefore, rural vocational education effectively weakens the intergenerational effect of rural families by teaching children in rural families, enhancing their academic qualifications and self-development ability, improving the employment environment, increasing employment opportunities. According to statistics, the first generation of people in the family to graduate as college students and the people with the family background of "farmers and migrant workers" account for an increasing proportion of graduates [3]. This shows that the development of rural vocational education has achieved certain results in recent years, and the effect of helping to eliminate the intergenerational effect of rural families is very obvious.

Second, help precision education. Precision education refers to the adoption of scientific methods and accurate measures for different factors that are out of school, and the cultivation method of accurately identifying, providing special assistance and careful management to families and populations at risk of falling back into poverty [4]. Vocational education reflects the important role of rural vocational education in educating people in rural areas and preventing poverty from falling back into poverty, in terms of educational objects, professional settings and teaching content. First of all, among the education targets of rural vocational education, the rural marginalized population is the mainstream of rural vocational education, and the simplest and most direct way to cultivate these groups is to carry out targeted vocational education so that they have survival skills and employment opportunities; Secondly, most of the professional settings of rural vocational education are practical application types, which are highly technical and operational, which are suitable for rural people with weak basic knowledge of cultural courses and urgent need of employment skills; Third, rural vocational education is often used to carry out education through the combination of work and learning, working while studying, learning for work, and learning on the job. This approach provides the educated with ample opportunities for employment practice and enables them to quickly acquire the skills needed for the job, so that they can obtain jobs, achieve economic benefits and improve the standard of living of their families.

Third, introduce support policies. The strategy of rural talent revitalization and the reform of national vocational education have provided policy support for the development of rural vocational education. The "Opinions on Accelerating the Revitalization of Rural Talents" is an important background for putting the development of rural human capital in the first place, and is a prerequisite for vigorously developing rural vocational education and vigorously cultivating local talents. The National Vocational Education Reform Implementation Plan clearly points out that vocational education is different from general education, and the two have equal status and different forms. In the new era, it is necessary to establish a new concept of educational development. In the next 5-10 years, China's vocational education will usher in new development opportunities, taking this opportunity, rural vocational education should also adapt to the times, dock with the development of smart agriculture, deepen the reform of rural vocational education mechanism, focus on cultivating high-quality working people and high-tech agricultural talents, and cultivate leaders to lead China's rural development.

2.2. Dilemma Faced by Rural Vocational Education

Under the rural revitalization strategy, the rural vocational education system has been formed, but because rural revitalization is still in the development stage on the whole, some deep structural contradictions have yet to be solved.

First, the goals of running the school are confused. All educational activities take the school-running goals as the starting point, and take the degree of achievement of the school-running goals as the key evaluation index for whether or not to run education well. From the perspective of the development requirements of rural revitalization strategy, the main goal of rural vocational education should focus on cultivating professional farmers and cultivating agricultural leaders in the new era. However, many rural vocational schools are affected by erroneous concepts such as "leaving agriculture, abandoning agriculture, and getting rid of agriculture" in the process of running schools [5], and the development orientation of "urban center orientation", the target positioning of "employment rate orientation" and the functional positioning of "service developed areas" have emerged [6]. From the perspective of school development orientation, vocational education should be different from ordinary high school education, but some colleges and universities run ordinary junior and senior high school education under the banner of rural vocational education in order to achieve high scores and promotion rates in front of them, resulting in the examination of educational content, making students lose the opportunity to learn agricultural production technology and lose the goal direction of helping rural revitalization.

Second, the faculty is weak. Rural vocational education often faces the problem of weak teachers caused by the lack of attraction of young talents and the low quality of teachers. First, the proportion of existing teachers is not coordinated, due to factors such as remoteness in rural areas, inconvenient transportation, poor geographical location, low salaries and low status, resulting in many young teachers being unwilling or unwilling to teach in rural vocational schools for a long time, resulting in an imbalance in the structure of "young, middle and old" among teachers. Second, the quality level of existing teachers is not high, and rural vocational colleges in many areas are biased towards industry and service industries, and there is a serious shortage of agriculture-related professional teachers serving rural areas, which restricts the continued development of new agriculture-related specialties. At the same time, the academic qualifications of teachers in rural vocational colleges fail to meet the clear provisions of the Teachers Law on the academic qualifications of teachers in vocational colleges, which is an important reason for the continuous low teaching force of rural vocational colleges. In the long run, rural vocational education is difficult to provide high-quality and targeted vocational education supply for rural revitalization strategy [7].

Third, the source of funding is single. The core function of rural revitalization is to continuously send various talents to the countryside and expand the way of talent training through endogenous development. Therefore, it is necessary to continuously explore and timely avoid the external risks of rural vocational education development under the background of rural revitalization, so that the development of rural vocational education can meet the talent cultivation needs of vocational farmers in the new era. The government attaches great importance to and supports education, and strengthening funding is an important guarantee for promoting the development of rural vocational education. On the contrary, if the government's financial support is weak, it will greatly hinder the development of rural vocational education. At present, the source of funding for rural vocational education in China is single, mainly allocated by county and municipal governments, but at the same time, there are problems such as limited government funds and low financing capacity of rural vocational schools themselves, resulting in tight funding and greater financial pressure for rural vocational education [8]. Second, the government's uneven distribution of funds for vocational colleges and ordinary high schools, in order to increase the rate of further education, some local

governments have increased financial support for ordinary high schools, correspondingly, squeezing the funding sources of rural vocational education.

Fourth, social recognition is low. Due to the traditional concept of not paying attention to vocational education in today's society, the poor information has led most parents' views on vocational education to remain more than ten years ago, they believe that secondary vocational graduates have the same salary and status as ordinary junior high school graduates, and should not spend time and money in secondary vocational colleges. Some people even feel that their children spend the same amount of time studying in secondary vocational colleges and learning more than in society, so they do not support their children to attend vocational colleges. According to the survey, a small number of peasant parents and students can recognize the benefits of rural vocational education to agricultural production, and most peasant parents are reluctant to accept rural vocational education. Fords pointed out that the key driver of the development of vocational education is not vocational education itself, but the strong support of society for vocational education [9]. This suggests that low social acceptance is the driving force behind the plight of rural vocational education.

3. Innovative Ways for the Development of Rural Vocational Education under the Rural Revitalization Strategy

3.1. Strengthen the Development Advantages of Rural Vocational Education

First, improve the quality of rural vocational education and teaching. Improving the quality of rural vocational education and teaching requires the cooperation of the government and local education departments. On the one hand, schools should reform backward teaching courses that deviate from agricultural development, and at the same time, closely combine the requirements of rural revitalization strategy, adjust professional establishment programs, innovate curriculum teaching models, and strive to cultivate professional agriculture-related talents who can directly face agricultural production, operation and services; On the other hand, the government accelerates the construction of strong public training bases for vocational colleges, and the biggest shortcoming in the development of vocational education in rural areas is that students' practical teaching conditions are relatively backward [10], only by solving the practical problems of misalignment between theory and practice in the past can we fully stimulate the potential of practical ability cultivation of vocational colleges, focus on cultivating students' hands-on ability, increase practical implementation experience for students' future employment, and improve the employment rate.

Second, innovate the vocational education system. As an important part of China's education system, rural vocational education plays a major role in the process of cultivating rural talents. Secondary vocational colleges should go deep into underdeveloped rural areas, record the situation of rural families out of school, investigate and survey junior and senior high school graduates and older social youth, clarify their development advantages, and formulate corresponding training plans, and recommend and arrange suitable vocational colleges; Separate examinations for children in poverty-stricken areas should be drawn and admitted, and the proportion of separate enrollment and enrollment in higher vocational colleges and universities should be increased. At the same time, skills training will be carried out for those who work at home in agriculture and return to their hometowns to start businesses, so that all personnel can teach according to their needs. Attach importance to the stable employment of rural households that have returned to poverty, and the government and schools develop compulsory courses on innovation and entrepreneurship, strengthen school-enterprise cooperation, and increase student employment opportunities. Through these measures, we can effectively provide high-quality skilled personnel support for rural areas.

3.2. Improve the Disadvantages of Rural Vocational Education Development

First, clarify the goals of running the school. In the process of rural revitalization strategy, rural vocational education shoulders the arduous task of educating people and talents. Therefore, rural vocational schools should soberly understand this development situation, clarify the goals of running schools, and strive to develop characteristic vocational education. On the one hand, rationally adjust the existing majors, retain the majors that meet the needs of new rural construction, and enhance the pertinence and service of majors and courses; On the other hand, we should add emerging majors in a timely manner, coordinate the development of the agricultural industry and talent training programs, accurately match the needs of rural jobs, order training, jointly build majors, and connect with the real situation [11], so as to ensure the employment of students. At the same time, the central government may introduce corresponding reward and punishment mechanisms for running schools, and local governments will give rewards and commendations to rural vocational education schools that actively support the implementation of the party's principles and policies and have achieved certain results. On the contrary, the local government should also punish some schools that ignore the goals of running schools and pursue short-term interests. Through characteristic reengineering and reward mechanisms, encourage rural vocational education to establish correct school-running goals that help rural talents revitalize.

Second, optimize the construction of teachers. The vigorous development of rural vocational education requires the support of outstanding rural teachers. Guaranteeing and reforming the "two-step" approach is an important way to optimize the teaching force. First, improve the safeguard mechanism. In terms of performance, local governments should implement Document No. 1 of the Central Committee, stabilize the salary level of teachers, pay teachers in rural vocational colleges on time and in full, and maintain a reasonable proportion of teacher salaries. In terms of system, the government should establish and improve the channels for the promotion of rural teachers' professional titles, so that opportunities in rural areas can attract people and the rural environment can retain people. Second, reform the teaching structure. Increase the proportion of "dual-teacher" teachers in terms of quantity, and attract college graduates and teachers from professional agriculture-related colleges and universities to teach through a certain talent retention system. In addition, we will recruit senior agriculture-related technical talents in some enterprises to strengthen the professionalism and practicality of classroom practice. Third, improve the teacher training system. Establish a tripartite cooperation model between the government, enterprises and colleges and universities, carry out regular agriculture-related training for in-service teachers, directly improve the quality of teachers' agriculture-related teaching, and also indirectly improve students' understanding of local rural agricultural farmers.

3.3. Grasp the Development Opportunities of Rural Vocational Education

First, accurately grasp the new opportunities of agricultural and rural modernization. In order to accurately grasp the rural revitalization strategy and realize the modernization of agriculture and rural areas, the leadership of the Party and the multi-subject linkage consultation mechanism are indispensable. Historically, in different periods of China's reform and construction, our party has always regarded the issue of "three rural areas" as the focus of development and has always firmly grasped the leadership of the development of the "three rural areas". Facts have also proved that the party's leadership is not only the superiority of the socialist system, but also a clear move in rural development work. The second is to improve the multi-subject linkage mechanism, promote the cooperation between schools and enterprises, schools and villages, and schools and farmers, jointly participate in the cultivation of rural talents, solve the problems that restrict the revitalization of rural talents, and form a joint force. Breaking the barriers between schools and enterprises is a new topic in the development of

rural vocational colleges. In addition, schools and villages can choose in both directions, and regulate the legal relationship between the two sides through cooperation agreements, such as "sending classes to the countryside" and "training to households", etc., to accurately match the actual needs of the village and supplement the problem of disconnection from practice in "school-enterprise cooperation". At the same time, a long-term cooperation and win-win mechanism will be established between schools and farmers, and the Internet technology will be used to accurately connect school canteens with agricultural product producers, and help fruit farmers and vegetable farmers sign agricultural product sales orders.

Second, focus on the new mission of vocational education modernization. Vocational education is one of the "think tanks" that contribute to China's economic and social development. In the future, if vocational education wants to develop further, we must seize the opportunity and understand the new mission of vocational education modernization, so as to build a modern vocational education system framework more quickly. First of all, according to the reform points proposed in the "National Vocational Education Reform Implementation Plan", targeted development of rural vocational education. Launch the pilot work of the 1+X certificate system, carry out high-quality vocational training, promote vocational education employment, accelerate the construction of the national "credit bank" of vocational education [12], improve the vocational education model, and provide a framework for the development of higher quality and higher level of vocational education. Second, learn from the experience of foreign excellent vocational education construction. For example, Japan's "industry-university integration" model, France's "dual communication" education model, South Korea's "school-enterprise cooperation" model, Russia's "combination of theory and practice" model, Australia's "TAFE" education model, through learning from relevant domestic and foreign experience, improve China's rural education system, and better promote the positive development of China's rural revitalization strategy.

3.4. Reduce the Risk of Rural Vocational Education Development

First, build a diversified funding mechanism. On the one hand, the government should reasonably plan the proportion of investment in ordinary high schools and vocational colleges, appropriately tilt educational resources to vocational colleges, and maintain a steady increase in investment in vocational colleges year by year. For special areas such as backward areas and ethnic minority areas, the amount of financial allocations should be increased, and corresponding supervision and supervision mechanisms should be established to improve the efficiency of the use of education funds; On the other hand, the government should comprehensively use legislation, policies, credit, taxation and other methods to attract private capital to help rural vocational colleges, diversify investment subjects, and reduce the financial pressure of institutions.

Second, reverse the outdated concept of tradition. In order to reverse people's misconceptions and ideological prejudices about vocational education, it is necessary to continuously strengthen social publicity, so that enterprises can accept vocational education students and parents agree with vocational education policies. First of all, the government, as the main administrative body, actively applies the form of publicity close to the countryside, vigorously popularizes the advantages of vocational colleges, and gradually changes the concept of low recognition of vocational education by people in rural areas. Secondly, as the main body of education, colleges and universities should actively cooperate with enterprises to cultivate the employed personnel needed by enterprises, increase the employment rate, and reduce parents' concerns.

4. Summary

Innovation and reform of rural vocational education is an important prerequisite and powerful driving force for the implementation of the strategy of rural talent revitalization. Combined with the current situation of China's rural development, the development of rural vocational education is placed in an important position, adhere to the people-centered, improve the development level of rural vocational education, train more professionals for the construction of new rural areas, and continue to make efforts to promote the strategic process of rural revitalization.

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