

# The Dilemma and Countermeasures of Rural Vocational Education in China under the Background of Rural Revitalization Strategy

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**Abstract:** Rural vocational education is an important measure to comprehensively promote rural revitalization, and has achieved remarkable results since the reform and opening up. However, vocational education related to agriculture in the same industry has long faced problems such as outdated agricultural education concepts, separation of production and education, weak teaching staff, and lack of targeted professional construction, making talent cultivation unable to meet the needs of rural economic and social development. Therefore, it is urgent to establish a high-level teaching team, change outdated concepts, set up specialized courses, and actively promote the integration of industry and education to promote the comprehensive development of rural revitalization.

**Keywords:** Rural revitalization; Rural vocational education; Difficulties; countermeasure

## 1. Introduction

The report of the 20th National Congress of the Communist Party of China clearly pointed out that "accelerating the construction of a powerful agricultural country, and solidly promoting the revitalization of rural industries, talents, culture, ecology, and organizations." How to cultivate high-quality and high-quality skilled talents in the rural environment has become the key mission of the current development of agricultural vocational education. As the type of education that is most closely related to regional economic and social development, agricultural vocational education has great potential in assisting in the process of rural revitalization strategy.

## 2. Development History of Rural Vocational Education

Cultivating agricultural professionals is the purpose and policy of rural vocational education, as well as the fundamental demand for the vigorous implementation of rural revitalization policies. The reason why vocational education can revitalize the rural economy is essentially to fully unleash the potential of human cultivation, and place greater emphasis on human beings as an important factor in ensuring the implementation of productivity. It advocates promoting and driving rural construction through human cultivation, and promoting the implementation of rural revitalization policies, Taking people as the main body of building beautiful rural areas, we continuously deepen our efforts in rural construction through actions, practices, creativity, and other forms, endowing people with endless motivation for continuous creation. Since the reform and opening up, rural vocational education in China has developed rapidly and continuously deepened. Rural vocational education has become a solid measure to promote rural revitalization.

### 2.1. Comprehensive Recovery Phase

In the early stages of reform and opening up, the country attached great importance to the development of the rural economy and explored the use of education to guide the sustained growth of the rural economy. At this stage, the country continues to work hard on rural education, enhancing the core driving force of rural social development through reform pilot projects and other means. Encourage the popularization of government led rural vocational education, promote the establishment of rural vocational education schools and majors, serve rural areas with practical actions, and empower and boost rural revitalization.

## ***2.2. Continuous deepening stage***

From 1997 to 2010, rural vocational education continued to deepen and develop. With the promulgation and implementation of the Vocational Education Law, rural vocational education has been rapidly developed, and it has been actively promoted and comprehensively implemented in rural areas under the guidance of county-level and above governments. At this stage, the country regards high-quality rural vocational education as the key to promoting the level of rural economic development. In the process of implementing relevant policies, it can be found that the essence of rural vocational education is to serve the issues of agriculture, rural areas, and farmers. Among them, the goal and task of rural vocational education is to improve the level of rural science and technology and guide farmers to become rich, which lays the direction for the development of rural vocational education and clarifies its rights, responsibilities, and interests.

## ***2.3. Standardized training stage***

From 2011 to 2019, rural vocational education gradually moved towards the stage of standardized cultivation. At this stage, policies were continuously deepened and implemented, starting from cultivating new types of vocational farmers, gradually guiding the implementation of how to cultivate and what measures to take, clarifying positioning goals, and combining with the urgent requirements of improving the scientific and technological quality of contemporary farmers, actively allocating rural labor resources, improving the pertinence and practicality of rural vocational education, and promoting the solution of the "three rural" problems, Improving sustainable development in agriculture and rural areas also provides implementation paths and direction guidelines for current rural vocational education talents. At this stage, China proposes a strategic implementation policy for rural revitalization, further providing opportunities and platforms for rural vocational education.

## ***2.4. Comprehensive Revitalization and Development Stage***

After 2020, it will be a comprehensive revitalization stage of rural vocational education. At this stage, after further clarifying the empowerment of rural vocational education for rural revitalization, cultivating new types of vocational farmers and strengthening rural vocational education have become an important way to improve the rapid development of rural revitalization. In May 2022, the Vocational Education Law explicitly designated rural vocational education as a key direction for national guidance and support, established forms of support for returning home and entrepreneurship, vocational training, and strengthened the cultivation of rural talents. Governments at all levels ensured and implemented a funding guarantee system. It can be seen that rural vocational education has evolved from a phased development to a comprehensive education program with policy guarantees, document support, and funding support, continuously empowering rural revitalization.

# **3. The Current Situation of Rural Vocational Education under the Background of Rural Revitalization**

At present, we are on a new journey of comprehensively building a socialist modernized country. Consolidating the achievements of poverty alleviation and effectively connecting with rural revitalization are inevitable requirements. Rural vocational education shoulders the mission of cultivating high-quality farmers and technical skilled talents for the modernization development of rural areas. However, in practice, rural vocational education has not fully played its role and faces significant challenges.

## ***3.1. Insufficient understanding of vocational education***

For thousands of years, the vast rural areas of China have always had a value ideology system dominated by Confucianism, and some rural areas lack the level of rural vocational education. In the vocational education system, rural vocational education has long been in a disadvantaged position, and some vocational colleges and rural society do not have a relatively accurate understanding and positioning of rural vocational education.[1] At the government level, some regions have failed to grasp the practical characteristics of rural vocational education and have rigidly applied general education methods to the development of rural vocational education, resulting in a negative trend of "weak agriculture", "leaving agriculture" or even "going to agriculture". The agricultural characteristics of agricultural vocational education have gradually weakened, and the number and enrollment scale of

agricultural vocational schools have been shrinking year by year.[2] At the level of vocational colleges, influenced by the assessment indicators for further education and the lack of professional talents in vocational education, rural vocational education has not truly played its role in cultivating talents for rural revitalization, and cannot effectively meet the needs of rural economic and social development, leading to a waste of social resources. At the level of rural society, influenced by the social environment, the public's recognition of rural vocational education is relatively low, reducing the attractiveness of agricultural vocational education. Although agricultural colleges have the ability to cultivate, most people believe that vocational colleges cannot meet the level of rural vocational education. Against this ideological background, rural vocational education is often overlooked, and talent cultivation faces obstacles to development. The enthusiasm of the vast majority of farmers to participate in rural vocational education is not high, and policy implementation and popularization cannot be implemented effectively. The cultivation of agricultural successors is weak, making it difficult to meet the talent needs of rural revitalization.

### ***3.2. Weak faculty team in rural vocational education***

Compared with the urbanization of vocational education, the teaching staff of rural vocational education is relatively backward. Although in recent years, governments at all levels of the country have increased their investment in rural vocational education infrastructure and teacher teams, as well as given policy preferences, due to poor basic conditions and a large income gap between urban and rural areas, excellent teacher teams cannot be diverted to remote and backward rural areas. Mainly manifested in the lack of professional training venues and equipment support. Teachers cannot promote skill mastery through hardware improvement, and theoretical learning is more important than practical exercises in the process of talent cultivation. Secondly, there is a lack of deep cooperation between schools and enterprises. After teaching, rural vocational education colleges believe that students have already mastered the basics, lack cooperative internships with enterprises, have few opportunities for cooperation between schools and enterprises, and have no formal internship training bases. The teaching staff cannot fully integrate with market needs to carry out teaching and training, and naturally cannot provide students with practical educational work. Thirdly, the training of teachers in universities is weak. At present, some vocational education colleges offer professional training for teachers, but there is more theoretical training and less practical assessment, making it difficult to coordinate theory and practice, and teachers lack systematic training. The existence of these phenomena limits the cultivation of various agricultural professionals and high-level talents required for rural revitalization.

### ***3.3. Vocational education is not highly targeted and there is an imbalance between supply and demand***

With the deepening implementation of the rural revitalization strategy, the demand for high-quality technical and skilled talents in vast rural areas is increasing day by day, and vocational education has great potential. However, from the actual situation, there is still an imbalance in the supply and demand structure of vocational education. The main manifestations are the imbalance between supply and demand in professional settings and market orientation, the imbalance between supply and demand in academic education and non academic education, and the imbalance between supply and demand in theoretical teaching and skill teaching. Modern professional education pursues a universal understanding of knowledge and advocates popularization, which presents resistance to targeted education in rural vocational education. Vocational education should not only provide scholars with general education courses, but also provide targeted professional skills training to proficiently master the job content of a certain position. However, in rural vocational education, there is still a phenomenon of poor pertinence. Students are not proficient in skills after experiencing rural vocational education.

## **4. Countermeasures for the Development of Rural Vocational Education under the Background of Rural Revitalization**

Rural revitalization of talents is the primary resource and important support, and rural vocational education is of great significance for promoting rural economic development. We should empower rural revitalization with rural vocational education, cultivate high-quality talents that meet the requirements of modern rural construction, and provide a solid talent guarantee for rural revitalization.

#### ***4.1. Strengthen publicity, change ideological concepts, and create a strong atmosphere that emphasizes the cultivation of rural talents***

The prerequisite for the stable development of rural vocational education is to obtain public recognition, and its vast potential lies in rural areas. The sustainable development of rural vocational education requires the collaborative efforts of the public, society, and government. The absence of either party will hinder the healthy development of rural vocational education and affect the practical process of rural revitalization strategy. Therefore, it is necessary to change traditional mass beliefs and strengthen the construction of vocational education teams. One is the transformation of local government ideology. In the process of coordinating regional education development planning, government departments at all levels should enhance their strategic awareness. Strengthen government coordination, introduce special policies, promote the layout structure and professional settings of rural vocational education to be tailored to local conditions, coordinate rural economic and social development, and formulate development plans that conform to the characteristics of rural vocational education. Fully leverage the role of online publicity. The importance of popularizing rural vocational education, allowing staff to deeply promote education and raise awareness in various villages and households. The second is the transformation of the concepts of teachers and students in vocational colleges. Vigorously creating a campus cultural atmosphere of "rich farmers" and "oriented towards agriculture", guiding college teachers and students to deeply recognize the significant value of rural vocational education in serving the rural revitalization strategy, highlighting the characteristic brands of agricultural majors, creating demonstration models for the integration of industry and education, and actively guiding students to participate in the practice of rural revitalization construction. The third is the transformation of the development atmosphere of vocational education. At present, the proportion of rural vocational education in the vocational education system is relatively low. Measures such as subsidies and financing incentives should be taken to promote the continuous optimization of the structure of rural vocational education, while actively encouraging enterprises to participate in the training of vocational education talents.

#### ***4.2. Strengthen the construction of rural vocational education teams and cultivate modern teaching staff***

The standardized development of rural vocational education requires a professional teaching team, especially young teachers who love and are willing to stay in the countryside. Building a high-quality teaching staff requires the government to strengthen policy guidance, reduce the work pressure of rural vocational education teachers on other matters, invest more energy and time in rural vocational education talent training, and increase the proportion of talent cultivation. By establishing incentive measures, increasing salary and benefits, and formulating talent introduction plans and preferential talent policies, we aim to attract outstanding talents to teach in rural vocational colleges, strengthen talent attraction, and enrich the number of teachers. The second is to improve the software and hardware facilities of rural vocational education. Rural vocational education is no longer poverty education, but modern and advanced education. To change this rigid concept, it is necessary to invest in the software and hardware facilities of rural vocational education, create characteristic courses, and improve the quality of classroom teaching. The third is to integrate resources and strengthen teacher training. Build a public resource sharing platform for agricultural vocational education. Encourage collaboration between universities, vocational schools, research institutions, and enterprises and public institutions, break the closed management model, and implement the sharing and sharing of laboratories, databases, research and development platforms, experimental sites, and research resources. Build a sound and scientific agricultural curriculum system to make up for the shortage of rural vocational education resources. In addition, rural vocational education institutions have strengthened cooperation with enterprises, collaborated with enterprises to build internship and training bases, invited enterprises to explain the urgent problems of talent solutions in current social development in rural areas, led teachers to conduct in-depth research in enterprises, and encouraged rural teachers to go out of rural areas, absorb more knowledge, share experiences with each other, and learn more skills. Train and improve the cultivation of rural vocational education teachers through communication and development with enterprises, universities, and research institutes, and improve educational standards.

#### ***4.3. Strengthen the targeted vocational education, focus on skill improvement, and empower rural talent cultivation***

Rural revitalization urgently requires a group of high-quality technical and skilled talents with practical spirit, understanding of technology, and innovative thinking. Improving the quality and skill

level of agricultural producers through vocational education is a key path to promoting high-quality agricultural modernization. Firstly, agricultural vocational colleges should fully consider the acceptance and attention of the masses in the process of optimizing their professional settings, and provide special explanations on the industrial technology settings that everyone is concerned about, so that the masses can meet their daily needs in addition to learning, which is conducive to the sustainability of talent cultivation. Gradually strengthen the construction or establishment of new professional formats or directions that drive rural economic development, such as rural finance, rural e-commerce, rural modernization technology and modern management, cultivate urgently needed professional and technical talents in production and operation, industrial development, rural governance, etc. in rural agriculture, continuously enhance the adaptability of talent cultivation and rural modernization development, and strengthen the supply of talents for rural revitalization. Secondly, agricultural vocational colleges should explore flexible and diverse talent cultivation and training models. Currently, it is difficult for rural vocational education and training in China to meet the diverse needs of rural areas and the personalized needs of farmers. Cultivate around the entire agricultural industry chain, diversify, and at multiple levels. We need to vigorously promote the reform and innovation of rural vocational education and training models, by building rural talent training bases, setting up characteristic craft classes, creating field schools, and conducting online learning, deeply integrating with rural industries, and providing vocational skills training for the new generation of migrant workers, new vocational farmers, and rural artisans; Expand resources, strengthen the employment opportunities of rural vocational education, provide short-term segmented teaching models, and cater to special situations such as busy farming, family care, and child rearing, in order to attract more students to attend.

## 5. Conclusion

Talent cultivation relies on education. In the context of the rural revitalization strategy, cultivating new types of vocational farmers is a key task to continuously promote the new stage. It is necessary to effectively strengthen and implement rural vocational education related work, and provide a professional talent team for the vast rural areas. Vigorously develop vocational education for rural areas, increase talent output, increase farmers' income, boost rural economy, and lay the foundation for achieving rural revitalization and sustainable rural development nationwide. The blueprint has already been formulated. With the continuous promotion of the rural revitalization strategy and the continuous exploration and practice of rural vocational education, our party's understanding of the practical path of promoting rural vocational education to empower rural revitalization will become clearer.

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