

Research on the Teaching Mode of Social Training for Agricultural Aid Talents in Vocational Colleges

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Abstract: In recent years, the state has actively encouraged the talent training to help poverty alleviation and rural revitalization, and has issued a series of supporting policies for this purpose, which has attracted wide attention from all walks of life. Among them, vocational colleges are the key units to carry out talent training. However, from the current situation of talent training in most vocational colleges, there are generally some problems such as poor training effect and low willingness of migrant workers to participate. Based on various difficulties in talent training, the author and the team organized many research activities, analyzed the problems in talent training deeply, and finally summarized five training modes of talents in vocational colleges according to the research results. During the period of exploring the talent training mode, the author summed up the outstanding problems from many practical cases and put forward the solutions, in order to help vocational colleges optimize the talent training mode and help rural revitalization.

Keywords: Vocational colleges, social training, rural revitalization, personnel training

1. The analysis of the specific mode of social training personnel training

1.1 The professional training mode of “theory+practice”

Comprehensive education mode is the most commonly used talent training mode in vocational colleges. The practice path of this mode is “teaching theory+project training”, that is, school-enterprise cooperation. Students learn theoretical knowledge in schools, and practice in enterprise projects. School-enterprise co-management, co-education and co-creation jointly cultivate talents for rural areas to meet the requirements of regional economic and industrial development. Judging from the successful cases of Hangzhou Vocational and Technical College, during the period from 2015 to 2019, the college paid close attention to “intellectual poverty alleviation”, launched talent training activities such as “awarding aid for poverty alleviation”, “precision training for wisdom” and “example leading for ambition”, encouraged poor students to participate in learning, successfully trained 193 poor students as technical talents by giving people a chance to fish, and joined the top ten well-known elevator companies in China. During the training period, the tuition fees were paid.

There are two key contents in theoretical teaching in vocational colleges. First, adhere to precise poverty alleviation and help rural revitalization, work together with regional government departments, set up characteristic majors based on the characteristics of regional agriculture and animal husbandry, teach students in different levels according to different conditions, and combine the requirements of different jobs for talents to build a distinctive ideological and theoretical framework for students. Second, according to the department students’ desire to obtain the preparation and career development plan of civil servants, additional training courses, including Language Ability and Expression, Social Ability Training, Judgment and Reasoning, and Data Analysis, etc., will be set up to effectively enhance the theoretical strength of the students. Third, joint development and sharing of courses by industries and enterprises. Students provide theoretical resources, industries and enterprises provide practical case resources, and several parties work together to build a high-quality curriculum system, which lays a solid foundation for cultivating talents who help farmers.

In order to improve the management level and help cultivate talents, vocational colleges set up “double professional tutors” according to their own conditions, and timely professional tutors and life tutors, with the latter assisting the former to achieve “double management”. Among them, professional

tutors are those with rich teaching experience, high technical level and strong research and innovation ability in schools or enterprises. Life tutors are college class teachers, counselors and other personnel with rich experience in student management. Schools and enterprises can establish normal exchanges and communication in resource sharing, jointly complete curriculum development, specialty construction, training base construction and other work, share research results, and jointly cultivate talents.

1.2 Orientation education mode of “rotation practice+starting a business”

“Rotation practice+business incubation” is a kind of education mode that can help students adapt to their jobs quickly and solve the difficulties of poor students in starting a business. In terms of rotation practice, the school works closely with industries and enterprises to set up “school-enterprise cooperation classes” and “customized characteristic classes”. Taking the “4+1+1” talent training mode as the exploration point, students are required to train talents accurately according to their job requirements. Students usually need to study in vocational colleges for 4 semesters, practice in enterprises for 1 semester, and practice in enterprises and institutions for 1 semester. Take Hangzhou Vocational and Technical College’s “Spark Plan” precision poverty alleviation elevator class as an example. This training class has been held for six periods, and the training content focuses on the actual job requirements and the modern apprenticeship system. After students have completed theoretical study in vocational colleges, they participate in job practice as apprentices and quasi-employees. Enterprises teach students in accordance with their aptitude by assigning teachers or tutors, and each tutor takes three students. On the basis of ensuring the completion of skills training, tutors also need to impart professional literacy knowledge to students. At the same time, enterprises provide subsidies to students according to the minimum wage in Hangzhou to solve the difficulties of poor students during their internship. In terms of business incubation, the industry and enterprises have made joint efforts to set up assistance funds. Students with entrepreneurial ideas and abilities can apply for the funds to register small and micro enterprises, act as legal persons, set up teams and carry out business activities, etc., thus greatly solving the problem of poor students’ difficulty in starting a business.

1.3 “Government+enterprises+universities” set up a non-legacy base to realize double education of talents

If vocational colleges want to get the support of the government and enterprises, they need to take the initiative, actively seek cooperation, actively establish cooperative relations with local government departments, social organizations and public welfare enterprises, and jointly develop poverty alleviation projects and public welfare projects. According to the Notice of the Ministry of Culture, Tourism and Sports on Vigorously Revitalizing Traditional Crafts to Help Poverty Alleviation in Poverty-stricken Areas in 2018, vigorously developing traditional crafts in poverty-stricken areas and developing students’ non-genetic inheritance training in poverty-stricken areas are of great significance to the implementation of policies such as rural revitalization and precision poverty alleviation in China.^[1] This notice points out the way forward for China’s precision poverty alleviation, poverty alleviation and employment, industrial development, rural revitalization, cultural revitalization, etc. Through the establishment of non-legacy poverty alleviation and employment projects, a training and learning platform is set up for poor students, and the cultural tourism industry and rural revitalization are combined to achieve a win-win situation for both sides.

By striving for social support, vocational colleges and enterprises can achieve mutual education and win-win results. For example, Hunan Vocational College of Foreign Trade focuses on the resource advantages of the commercial industry, and strives for the support of industries and enterprises in various ways to jointly complete the projects of the Ministry of Commerce. Combining with the school-running characteristics and educational resources of our school, this vocational college started the “2016 Poverty Alleviation Class of Agricultural Technology and Electronic Information in Chengbu Miao Autonomous County, Shaoyang City”, and carried out poverty alleviation training from the aspects of service, planting, breeding and labor export. In the training course, the college can learn the intermediate technology of cash crops, Shi Wa breeding technology and e-commerce. At the same time, we should cooperate with the enterprises of the Chamber of Commerce to establish a new mechanism for students to get rid of poverty independently. The government, enterprises, schools and students themselves will participate in the funding system to form a “four-in-one” relationship. The training class also continued to explore the rural poverty alleviation industry through e-commerce training. The school cooperated with a number of enterprises to establish an e-commerce professional group, and

encouraged cross-border e-commerce enterprises to set up employment incubation centers on campus, looking for the poverty alleviation direction of “internet plus bee industry” and selling the products abroad.

1.4 The ideological education mode of “culture+ideological education”

The education mode of “culture+ideological and political education” is the thinking and innovation of vocational colleges in proofreading traditional education thoughts, that is, relying on local cultural characteristics, grasping the spirit with one hand and the material with the other hand to create cultural products with regional characteristics.

Taking Party building as the starting point, vocational colleges carry out training activities of precision poverty alleviation and precision poverty alleviation in depth, take the initiative to assume social responsibilities, and open up a new situation from the perspective of “ideological and political+poverty alleviation”. [2] Taking Jiangxi Vocational and Technical College of Communications as an example, the college has set up a characteristic course based on the training mode of “ideological and political education+poverty alleviation”. While helping the poor, it combines the construction of ideological and political courses, establishes a red cultural ideological and political education base based on the red cultural resources around the local poverty-stricken villages, and realizes both ideological and political education and precision poverty alleviation. The vocational college arranges teachers to organize students to go deep into the red culture education practice base to participate in quality development training, listen to history in the old revolutionary land, review revolutionary martyrs in memorial halls, and search for revolutionary descendants in poor villages. At the same time, the school and the village committee will integrate the red resources in Changfuqiao village and develop the red tourism industry. Villagers will transform their own houses into folk customs, provide accommodation services for teachers and students who come to study, generate income for the village and achieve accurate poverty alleviation. At the same time, vocational colleges and village party branches have joined forces to strengthen cooperation, jointly set up village party branches, carry out learning activities such as “two studies and one doing” and “style building”, combine grassroots party building with poverty alleviation work, and take party building as the ideological guide to comprehensively carry out accurate poverty alleviation work.

1.5 The sustainable development model of “industry+ecology”

1.5.1 “Industry+Ecological Base” to find the breakthrough of precision poverty alleviation

Judging from the case of successful training of poverty alleviation industries in nanning college for vocational technology, the college has led the poor households in Shanglin County of Nanning to get rid of poverty through such actions as “two trainings”, “two belts” and “two promotions”, and at the same time helped the villages to build independent industries and brands. With the help of vocational colleges, Shanglin County has made great efforts to develop broiler breeding industry, which has achieved 100% industrial coverage and greatly improved the economic benefits of the village collective. At the same time, the vocational college also attaches importance to the return of “saplings”, encourages college students to return to their hometowns to start businesses, gives support to enterprises founded by returning college students, and helps them build a wild grape industry base in Hengling Village, expand the cattle breeding industry in free range chicken and Shanshui, vigorously develop industries such as high-quality rice fields and new varieties of sugar cane, and realize the “3+1” of the industry. With its own educational resources and professional resources, the vocational college helped Hengling Village to create its own wine brands, such as “Zhuangxiang in the prosperous Tang Dynasty” and “Dragon Mother in Zhuangxiang”, and also helped it to complete trademark registration and packaging design, and reached cooperation with e-commerce companies to jointly establish an industrial incubation base.

1.5.2 “Culture+Industry” to form regional brand influence

Gouliang Village is the “first yoga village in China” which takes off the poor brain by building its own brand. As we all know, this village was once a national poverty-stricken village. Shijiazhuang Vocational and Technical College of Posts and Telecommunications, in accordance with the spirit of President Xi Jinping’s important speech on poverty alleviation, focused on the practical difficulties of Yugouliang Village, and helped Yugouliang Village to build a local brand through yoga and fitness, which gained great influence throughout the country. On the basis of the existing brand influence, this vocational college not only has the existing achievements, but also uses the influence of Yugouliang

Village, the “First Yoga Village in China”, to encourage the village to introduce new crops from Zhangbei County, to help existing enterprises establish cooperation with e-commerce enterprises, and to attract enterprises to stop with the trademark of Yugouliang. Gouliang Village and Pinduoduo jointly developed the “Yugouliang E-commerce Poverty Alleviation” project, launched the “Love Order-based Poverty Alleviation Subscription” campaign, and sold it to the whole country. Today, Yugouliang Village has taken off its hat as a national poverty-stricken village, and achieved poverty alleviation and prosperity through “culture+industry”.

2. Vocational training to revitalize the rural development of talent training mode optimization strategy

2.1 Break through the time and space constraints and build a networked platform

Under the great influence of the Internet, vocational education has helped rural revitalization to usher in a brand-new way of development. Through the network platform of vocational education services for poverty alleviation, students and villagers can break through the shackles of traditional ideas, get in touch with information, e-commerce, scientific research and education in this platform, and transfer traditional vocational education from offline to online.

First, vocational colleges should make clear and precise poverty alleviation targets, and collect and improve the information of poor groups. The college takes the lead in sharing the information platform content with the government and relevant institutions, applying the information platform to talent training, and through digital regional application, carrying out information management on poor people, consolidating the foundation of poverty alleviation through education, and establishing a large database of talent training. Secondly, in order to cultivate high-skilled talents, the state has set up a distance education platform for training high-skilled talents, which is rich in teaching and learning resources. Vocational colleges can guide poor students to learn knowledge and skills through online courses and receive the guidance of national experts through this platform. At the same time, vocational colleges can establish cooperation with high-quality professional clusters, such as e-commerce, logistics and marketing, etc., to help poor areas attract investment, drive platforms to settle in and help regional agricultural products sell, and give advice to poor areas in terms of packaging design and marketing methods, so as to help agricultural and sideline products spread and sell to the whole country. Third, vocational colleges can establish cooperation with international scientific research institutions, set up information sharing and research platforms, obtain support from international scientific research institutions, help poor areas solve technical problems encountered in agricultural production, and help rural revitalization by various forces.

2.2 Developing regional economy and building rural practice bases

Rural practice foundation is a rural collective organization that vocational schools help rural revitalization, deeply plant rural fertile soil, and achieve accurate poverty alleviation. In rural practice bases, practice schools can create industrial demonstration areas, agricultural product supply areas, build educational practice bases and student source bases in higher vocational colleges.^[3]

First, there are usually two organizational modes for establishing rural practice bases, one is the mode of “vocational colleges+capable households+poor households”, and the other is the mode of higher vocational colleges+companies+village collective economy (base)+farmers (poor households). According to the actual situation of different industries and regions, vocational colleges choose the applicable mode to carry out order-based ecological planting business, and provide professional and standardized guidance for poor households and village collectives. Second, vocational colleges and local vocational colleges should establish cooperative management. Vocational colleges should be used as the source base, and students should be sent to vocational colleges, which should be listed for them. Through academic exchanges and joint education of talents, poor students can get through the way of studying and help more poor students get rid of poverty. Third, higher vocational colleges should integrate local red cultural resources, jointly develop red cultural tourism industry with village collectives, and jointly establish intangible cultural heritage protection bases, cultural and heritage bases, cultural tourism crafts research and development and product incubation bases, and ideological and political education bases for college students, etc., so as to help poverty-stricken areas achieve accurate poverty alleviation through the integration of culture and industry.

2.3 Relying on resources from all walks of life, opening up the supply chain of production and marketing

In the process of vocational colleges helping rural revitalization, in addition to helping village collectives and poor households develop their industries, they should also focus on product sales. Only when products are sold can farmers and village collectives get real money and improve their lives.^[4] Vocational colleges can establish cooperation with enterprises, bases and platforms, enlist the assistants of social forces, help poor areas to open up the supply chain of production and marketing, and help poor households and poor areas to sell their products by means of fixed-point purchase, order-based planting and breeding, e-commerce promotion, purchase for donation, establishment of marketing activities, and school-farmer cooperative supermarket sales.

First, vocational colleges can encourage faculty and staff and local industries, industries and social organizations to purchase agricultural products from poor households and poverty-stricken areas by means of “purchasing instead of donating” and “collective ordering”. For example, enterprises can help poverty-stricken areas by purchasing at fixed points and issuing breeding orders, and schools can help poor households through school ordering. After the smooth purchase and sale industrial chain, poor households’ production confidence will be enhanced, which will help them to get rid of poverty accurately. Vocational colleges can carry out agricultural products exhibition activities through multiple channels, set up farmers’ harvest festivals and cultural festivals and other activities, show agricultural products from poverty-stricken areas and students’ works to residents in this city and other cities, encourage citizens to buy them, and promote sales, which has achieved the purpose of helping poor households out of poverty. Third, vocational schools can cooperate with e-commerce, live broadcast platforms, and large supermarkets to display and sell agricultural products through online channels. At the same time, they can also publicize the current situation and culture of the poor areas where the products are located, and help poor areas get more social support.

3. Conclusions

Based on the background of rural revitalization, combined with the cases of social training and education services in vocational colleges, this paper explores the experience of vocational education in training talents suitable for rural revitalization, and tries to construct a theoretical framework of vocational social training services to revitalize rural talents. Through in-depth research, five specific education modes are formed, and further attempts are made to combine the theoretical research results with the actual situation, so as to realize the transformation of theoretical results into practical results.

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