

# Study on the Development Mechanism of Rural Vocational Education Serving the Rural Revitalization

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**Keywords:** Rural revitalization, Rural vocational education, Development mechanism

**Abstract:** Under the background of rural revitalization, the cooperation and game among the participants and objects in the rural vocational education system forms a complex organic-interests symbiosis. In order to realize the development of rural vocational education contributing to rural revitalization, it is necessary to have a comprehensive understanding of the main structure and its mechanism in the rural vocational education system in the new era, trying to discuss the development mechanism of rural vocational education from the perspective of stakeholders, and construct the development mechanism of rural vocational education according to the operation mechanism of rural vocational education, so as to further stimulate the enthusiasm and effectiveness of stakeholders in the development practice of rural vocational education, and jointly boost rural revitalization.

## 1. Introduction

Rural vocational education has unique advantages in promoting rural development and rural revitalization due to its unique regional embeddedness and vocational characteristics. As a typical 'cross-industry' and 'cross-factor' education, rural vocational education involves many interest groups and interest elements such as government, schools, industries, enterprises and non-governmental organizations, which forms intricate interest game relations with different natures in the practice of rural vocational education. Only by correctly understanding and clarifying the interest demands and game relations of different stakeholders, and reasonably constructing the rural vocational education mechanism, can we move the root of rural vocational education<sup>1</sup> and promote rural revitalization.

## 2. Connotation of Rural Vocational Education Development Mechanism

The development mechanism of rural vocational education refers to the structure, internal connection, function and operating mechanism of the organic system of rural vocational education, which reflects all kinds of inevitable connections among various subsystems and elements in rural vocational education system. In the practice of rural vocational education under rural revitalization, various participants and objects form a complex symbiotic system through mutual cooperation and internal game. The government focuses on developing vocational education in rural areas through top-level design, educational planning and institutional arrangements, so as to promote industrial restructuring and rural revitalization. Through rural vocational education, agriculture-related enterprises can meet their own development needs of talents, technology and other factors with regional characteristics and industrial characteristics, so as to improve market competitiveness, however, there are problems of not enough proactivity, 'free riders' and opportunism. The condition that audience improving their core vocational competence and employment competitiveness through vocational education has some problems such as insufficient practice and difficulty in integrating knowledge and practice. It can be seen that the development of rural vocational education is a complementary organism, which needs to integrate all forces and achieve win-win results through cooperation.

### **3. The Mechanism Structure and Operation System of the Rural Vocational Education Development Mechanism Serving the Rural Revitalization Strategy**

#### **3.1 The Operational Mechanism and Operation System of the Rural Vocational Education Development Mechanism Serving the Rural Revitalization Strategy**

The operation mechanism of rural vocational education is the principle and procedure of rural vocational education system operation. The operation of rural vocational education has distinct characteristics of rural regionalism and vocational education. The operation of rural vocational education needs to follow the law of development of vocational education as well as the law of economic development, so as to give full play to the operational functions of social governance, educational training and cultural inheritance of vocational education. Through the social governance of education to improve the rural governance system, promote the standardization of rural governance system; Through the education mechanism of vocational education, the vocational education concept is spread, professional spirit is rooted, management awareness is improved, and high-quality talents are cultivated to increase economic and social interests for rural revitalization. Through the cultural mechanism inheritance of vocational education and development of rural culture, promote the integration and development of traditional rural culture and modern culture, improve the concept of rural life, and guide villagers to pursue a healthy life, build a harmonious, healthy, colorful, positive rural social style.

#### **3.2 The Dynamic Mechanism and Operation System of the Rural Vocational Education Development Mechanism Serving the Rural Revitalization Strategy**

##### **3.2.1 Driven by Interests**

The interests drive is the most basic driving force in the dynamic mechanism of rural vocational education. The interests balance and game relationship between the government, schools, industries, enterprises and educational objects directly constitute the core interest appeal of rural vocational education activities, and affect the development prospect and implementation validity of rural vocational education, besides, the visible future and interests acquisition of the targeted group of vocational education are the fundamental driving force to promote rural vocational education. Bringing practical interests to the education subjects and the educate through vocational education can effectively promote more education subjects to participate in vocational education, drive more people to accept vocational education, and then give play to the role of vocational education in promoting rural revitalization.

##### **3.2.2 Driven by Government Decree**

The guidance of national policy is the most direct and active force to promote the development of rural vocational education and rural revitalization. The government's leading role, especially the degree of policy implementation and carry out, determines the performance and realization of other main activities, which directly relates to the speed of rural vocational education development and the validity of rural revitalization. Through administrative authority, the government strengthens the top-level design and improve laws and regulations to coordinate and integrate all kinds of social resources and forces, encourage all management objects to adopt favorable measures to jointly participate in the development of rural vocational education, promote rural revitalization, and promote the development of rural vocational education in the established direction<sup>2</sup>.

##### **3.2.3 Driven by Social Psychology**

To develop vocational education in high quality, we should not only improve the hardware and software level of vocational education, but also improve the social cognition of vocational education. As the key point to realize the value of talents, social recognition is an important part to reach one's prime and is of great significance for relevant personnel to consciously complete their life leap and continue to develop and realize their personal value and social value.

### **3.3 The Restraint Mechanism and Operation System of the Rural Vocational Education Development Mechanism Serving the Rural Revitalization Strategy**

#### **3.3.1 Interests Restraint**

It is difficult to make the rural society full of vitality without the active pursuit of relevant interests by the majority of interest subjects in rural vocational education, however, without proper restraints on the profit-seeking ways of relevant stakeholders in rural areas, such vigor and vitality can not become an effective leading force and driving force for rural revitalization, conversely, to the contrary, become a destructive force, discrete force or a hindrance force for rural revitalization. Under the condition of rural revitalization, the interests restraint of vocational education should be guided by both material interests and spiritual interests, exerting influence on the operation process of rural vocational education, and giving recognition and cultivation to rural revitalization and local feelings. The establishment and improvement of interest restraint mechanism can effectively prevent and reduce the marginalization of vocational education, minimize the cost of operation and development of rural vocational education, and play an important role in promoting the benign operation of rural vocational education and effectively promoting the implementation of rural revitalization strategy.

#### **3.3.2 Responsibility Restraint**

Responsibility restraint refers to defining or modifying the behavior of the system by clarifying the responsibilities of the relevant system and personnel. Responsibility restraint is an important constraint for the development of rural vocational education. When the subjects, practitioners and audiences of relevant rural vocational education engage in self-work and promoting rural revitalization, they have an inherent self-responsibility, which is not only a responsibility for my work, but also for my social value, furthermore, it will be indirectly transformed into the pursuit of career promotion and the desire for self-knowledge learning. Through responsibility restraint, the social cognition of vocational education will be continuously enhanced, and then the development of vocational education will be promoted.

#### **3.3.3 Social Psychology Restraint**

Social psychological constraint is implemented by standardizing, constraining, coordinating and encouraging the behavior of rural vocational education subjects and recipients by means of education, incentive and public opinion and it has the characteristics of permanence and voluntary. With the development of social competition relations, a certain consensus, belief and common value pursuit form gradually among social subjects, which is psychological contracts, to regulate various behaviors of social subjects, meanwhile, some mature psychological contracts are leveled up into common behavioral norms, namely institutional norms. However, in many cases, the ‘behavior contract’ of the rural vocational education group can only treat the symptoms due to the lack of behavior coordination based on the coordination of psychological activity process. As a result, the behavior efficiency of the vocational education group is low, the group behavior cannot be lasting, and the social cost is increased, therefore, it is necessary to strengthen the ‘psychological restraint (cultural) construction’ of rural vocational education and realize the mutual integration with the ‘behavior contract’ by constructing the ‘psychological contract’ between social subjects, so as to jointly regulate, constrain, coordinate and stimulate the behavior of social subjects and promote the development of rural vocational education.

### **4. Construction of Rural Vocational Education Development Mechanism Serving the Rural Revitalization Strategy**

#### **4.1 Establishing Impetus-Gathering Mechanism and Building a Community of a Shared Future for the Development of Rural Vocational Education**

Building a Community of A Shared future, promoting and gathering all stakeholders to actively participate in the development of rural vocational education is an important prerequisite for

promoting the development of rural vocational education. The Community of A Shared future is an integrated body built on the common vision and goals, reflecting the development consensus and construction vision of all stakeholders. To develop a Community with A Shared future in rural vocational education, we need to bear in mind the mission of rural revitalization and take politics, schools, enterprises, businesses, industries, schools and the environment as a community with a Shared future, focusing on the needs of rural revitalization to grasp the two main lines of ‘balanced economic development’ and ‘improving the connotation of education’. Furthermore, through the exchange and integration of all subjects and elements within the community, realize the sharing of educational characteristics, educational ideas, educational resources, construction achievements and development plans, meanwhile, promote rural revitalization and development at the time of expanding and strengthening the foundation of education and mapping out the development prospects.

#### **4.2 Establish a Multi-Dimensional Collaborative Mechanism to Promote the Development of Rural Vocational Education**

As a cross-border education, rural vocational education needs to integrate multiple subjects, fields and elements to promote the common governance of stakeholders. It is difficult for individual colleges and universities to accurately analyze the industrial chain in terms of time and space, to integrate the regional industrial structure in terms of depth and breadth of education, and to integrate the educational chain of rural vocational education with the industrial chain of local economy, so it is necessary to establish a diversified cooperative linkage mechanism of education to integrate education chain and industrial chain and promote the overall development of rural vocational chain, about which, the vocational colleges (alliance of colleges) play the main role, taking on the role of ‘main construction’ such as educational layout, talent cultivation, cultural publicity and local roots. The enterprises play the leading role in promoting the adjustment, reform and development of vocational education. The government plays a leading role in rural vocational education, undertaking the task of ‘meta-governance’ such as overall planning, policy supply, resource integration and effective governance. Only with the guidance and support of the government and the deep participation of enterprises, can the coordinated development of rural vocational education be effectively promoted and encouraged.

#### **4.3 Establish Interest Adjustment Mechanism to Promote the Development of Rural Vocational Education**

For the development of rural vocational education, it is necessary to build a reasonable interest adjustment mechanism, grasp the balance of interests of all participants, get rid of the lack of development motivation of rural vocational education<sup>1</sup>, and promote the interests expansion of stakeholders in rural vocational education. Here, the stakeholders include both stakeholders and beneficiaries, therefore, it is necessary to construct the interest regulation mechanism from two aspects: the first one is to construct the interest regulation mechanism of multiple subjects, which on the one hand, is to construct the interest game mechanism based on the law to regulate and restrain the behavior of each interest subject in rural vocational education; On the other hand, it is need to build a interests-coupling mechanism to resolve conflicts among participants, balance demands and safeguard interests. The second is to establish the interests-acquisition mechanism of vocational education objects, which on the one hand, needs to construct the interest-visible mechanism for the vocational education objects, and enable the vocational education objects to improve themselves, obtain visible benefits and increase the needs of vocational education through education; On the other hand, it is the interest-identification mechanism, which expands the social identification of vocational education through education and publicity, so that vocational education objects can gain inner identification.

#### **4.4 Establish Impetus-Safeguard Mechanism to Ensure the Development of Rural Vocational Education**

In order to establish the impetus-safeguard mechanism of rural vocational education, it is

necessary to ensure its development and operation through organizational innovation, fund guarantee, system supply and other measures on the basis of grasping the beneficiary subjects and clarifying the interest demands. First, promote organizational innovation of rural vocational education and strengthen organizational guarantee, besides, establish a rural vocational education working committee and a steering committee. The Rural Vocational Education Commission shall be responsible for the unified leadership and planning, integrate the power, resources and factors of various agriculture-related departments and institutions, and form a coordination and linkage mechanism. The rural vocational education steering committee should take the responsibility and obligation to inspect, guide, supervise and evaluate the integration and promotion of vocational education and rural revitalization, ensure and promote all vocational education measures and policies to truly serve rural development, and ensure their implementation in an orderly manner. Second, pay attention to the systematic and coordinated design of vocational education system, strengthen the system supply; Third, establish the rural vocational education funds supply mechanism to strengthen the education funds input guarantee. Government, at the time of deepening the reform of rural vocational education schools, increasing rural vocational education funds investment, promoting the balanced development of the education, should not only set up a special fund for the development of rural vocational education, also allow and absorb more social funds initiative, real-time benign into the field of rural vocational education so as to promote the implementation of rural revitalization strategy.

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