

Path Reconstruction of the Development of Rural Vocational Education Under the Background of Rural Vitalization Strategy

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Abstract. Rural Vitalization Strategy is the important strategic thought put forward by President Xi Jinping in the 19th National Congress of the Communist Party of China, it is the major measure for the implementation of the road to rural vitalization under socialism with Chinese characteristics, and also it is the important method for solving “issues relating to agriculture, rural areas, and rural people”. The rural vocational education plays important role in the realization of rural vitalization , it can be seen that rural vocational education can speed up the integrated development of city and rural area, provide talent security of rural vitalization , undertake the important mission for the excellent culture inheritance, and help to realize targeted poverty alleviation. As to the current problems in rural vocational education, by combination with rural vitalization strategy, it can develop the rural vocational education with power, reconstruct the development path of rural vocational education which can be adapt with rural vitalization strategy, cultivate and storage more talents for the construction of rural areas, so that it can promote the realization of rural vitalization strategy.

Introduction

In the report by President Xi Jinping in the 19th National Congress of the Communist Party of China, the problems of “ issues relating to agriculture, rural areas, and rural people ”are the fundamental problems which are in related to national economy and the people’s livelihood, thus we should keep the problems of “ issues relating to agriculture, rural areas, and rural people ” as the priority among priorities of the party work, and we should implement rural vitalization strategy^①. The total requirements of the rural vitalization strategy are thriving businesses, pleasant living environment, social etiquette and civility, effective governance, and enjoy in affluence^②. Thriving businesses mean that on the basis of highlighting production and development in previous, there will be more capitals, technologies, and talents, and other factors flow to agriculture and rural areas, cultivate the senses of happiness, honor, and creativity of people, the rural economy can be developed prosperously, and then all the industries, including agriculture, can be more developed and vigorous in the future; pleasant living environment means that we should protect and improve the ecological resources in rural areas, take the ideas that green water and mountains are the mountains of gold and silver, and create a beautiful livelihood with tidy environment, healthy ecology, and suitable for living; social etiquette and civility requires us that we should attach emphasis on the cultural education of rural areas, and transformation of social traditions, spread the civilized farming culture and fine tradition positively, so that we can further improve the cultural quality of farmers, and construct a civilized village; effective governance needs us to govern the rural areas into a new form with democracy, law governance, and rule of virtue in integration and in order, so that the rural areas can be more stable, and developed harmoniously; enjoy in affluence means that we should make sure that the revenue of farmers can be increased prominently, and live an affluent life.

Rural vitalization strategy always keeps the development of agriculture and rural areas in priority, it reconstruct the relationships among city, industry, and agriculture. The rural areas have always made great contributions in the industrial development of cities, at present, our country will promote the strategy of feedback by city and industry to agriculture, speed up the economic development of agriculture and rural areas, supply the basis facilities of public services in rural areas (such as water supply, power supply, and toilet, transportation, and etc), and also the

weakness of information circulation as soon as possible, reduce the gap between cities and rural areas, make the agriculture become the prosperous industry, and realize the mutual development of rural areas and cities. With the sustainable speeding up the implementation of rural vitalization strategy, the rural areas need more and more rural vocational talents in new model. Therefore, under the background of rural vitalization strategy, we should develop the rural vocational education with power, reconstruct the development path of rural vocational education which can be adapt with rural vitalization strategy, cultivate and storage more talents for the construction of rural areas, so that we can promote the win - win development of rural vitalization strategy with rural vocational education.

The Major Significance of the Development of Rural Vocational Education Under the Background of Rural Vitalization Strategy

Speeding up the Integrated Development of Cities with Rural Areas.

Rural vitalization and integration of cities with rural areas are mutually developed. Due to the fast development of the integration of cities with rural areas, they can be treated in equal level. In the previous, there were more brilliant education resources and better living environment and medical cares in cities, besides, people could earn money in cities than these people in rural areas, so that more and more farmers hoped to live and work in cities. However, with the decline of excellent resources to rural cities, the policies for alleviating rural cities are strengthened, so that farmers do not need to live in cities, they can stay in rural areas and make some contributions to the construction of new villages, and they are regarded as an attractive career. But the education degree of them is comparatively low, there are less farmers with professional training and skills for agriculture (please refer to the following sheet for details), thus it is necessary to develop the rural vocational education, provide education support for the development of economy in rural areas, improve the techniques and skills of farmers in agriculture, so that the farmers can be integrated into the development of modern industrial economy as soon as possible. There is a saying that “with sycamore tree, the phoenix will be attracted there”. With the completion of public facilities in rural areas and the improvement of storage of technical talents in rural areas, they can attract more urban residents to live and work in rural areas; in addition, they can also attract more urban enterprise to invest here, develop the economy, and realize the real integration of cities with rural areas. Thus, the rural vocational education is more of the critical factors in the implementation of rural vitalization strategy.

Tab.1. Analysis Sheet of Training of Techniques for Migrant Workers

	2013	2014	2015	2016	2017
Ration with training of agricultural techniques	9.3	9.5	8.7	8.7	9.5
Ration with training of non - agricultural techniques	29.9	32	30.7	30.7	30.6
Ration with training of agricultural or non - agricultural techniques	32.7	34.8	33.1	32.9	32.9

Date resource: in accordance with the related resources and data of State Statistics Bureau.

In Benefit of Cultivation of New Model Vocational Farmers.

With the implementation of rural vitalization strategy, the purpose of it is to rejuvenate the rural areas, and for the development of these places. While the rural vitalization depends on the farmers,

they must become the main body of the rural development, and the tower of strength for the implementation of rural vitalization strategy. In order to cultivate new model vocational farmers in high level of technology, rich knowledge, and understanding the modern operation and management, it must be assisted by the platform of rural vocational education. First of all, the rural vocational education can cultivate new model scientific and technological talents in agriculture. The rural vocational education can teach farmers with modern scientific and technological knowledge and skills in agriculture in accordance with the changeable requirements of the market, improve their standards of science culture, master new scientific and technological skills, and strengthen their confidence and conviction in getting rich with science; secondly, rural vocational education can cultivate excellent talents in rural e-commerce, improve their ability in modern operation and management. Due to the fast development of the modern internet technology, the farmers should be equipped with the capacity of modern operation model in “online with offline”, and implement the model of commercial development in “internet with agriculture”. Rural vocational education can provide various kinds of training on e-commerce for farmers, help them to become the talents in e-commerce in the main development of new rural areas, solve the slow-moving of agricultural products under the traditional operation model and the bad sales, increase the revenue of farmers, promote the development of economy in rural areas, and realize rural vitalization. Thirdly, rural vocational education can strengthen the consciousness of farmers in environmental protection, and promote the green development of environment. In the previous, for the improving of the agricultural production, and lacking of consciousness in environmental protection, farmers used pesticides, and plastic membranes, which had damages on the environment, the production of agricultural products was reduced, and also it did harm to the health of people. Thus, with the rural vocational education, it can strengthen the consciousness of farmers in green and environmental protection, improve the skills and ability of people in environmental protection, promote the harmonious development of human with environment, and speed up the pace into rural vitalization.

Undertaking the Important Mission for Traditional and Excellent Culture Inheritance.

When it mentions rural vitalization, it includes the culture revitalization. Rural vocational education should play the role in traditional and excellent culture inheritance, and improve the cultural connotation of farmers. In addition, rural vocational education should change the traditional teaching ways and models, with the teaching ways of media, and remote education by internet, and other kinds of ways, the speed of culture communication and efficiency of rural vocational education can be sped up and improved, so that they can spread the information of traditional and excellent culture to farmers by various channels and in full aspects. Limited by the territory, rural areas do not have developed communication conditions, people there confront the problem of bad communication and exchanges, rural vocational education can strengthen the application of electronic information technology by means of the methods of optimizing education, establish comprehensive communication system for culture information in rural areas, and meet the culture requirements of farmers. In addition, they can carry forward the fine traditional Chinese culture to farmer by library, broadcasting and TV station, night school, and cultural station of rural areas, especially the measures of expressing culture to rural areas and inherit fine rural culture, which can improve the culture of farmers, and promote rural culture revitalization.

Assisting in Targeted Poverty Alleviation.

Targeted poverty alleviation means that in accordance with the condition of regional environments and farmers of different levels, by means of the scientific and effective procedures, we can have precise identification, alleviation, and management on them. Targeted poverty alleviation requires us to decide how to use the money and policies, which means that we should alleviate the required people precisely, so that the poverty alleviation can be addressed in place. In the previous, we implemented poverty alleviation extensively, we have begun the work for poverty alleviation since 1980s, and with the 30 years, we have acquired some achievements. However, due to the large quantity of people in poverty, there are still some problems, such as the unclear quantity of people in poverty, confused condition of poverty, weak target, and inaccuracy of the usage of money and project. Even, in order to the image project, some areas use the money for poverty

alleviation to construct new villages with high standards, and the people in real poverty can not get help. When they have vocational education on farmers, they should integrate precise and effective strategies for poverty alleviation fully, transform the original thoughts of farmers, change the negative living ways of farmers, improve their thoughts in poverty alleviation gradually, meet the executive requirements of policies for precise poverty alleviation, so that it can be addressed in place and speed up the pace in rural vitalization.

Problems in the Development of Rural Vocational Education under the Background of Rural Vitalization Strategy

Lacking for Scientific Theory on School Management and Confused Target Location.

Rural vocational education is the important method in solve the problems of “issues relating to agriculture, rural areas, and rural people”, and also the critical factor in realization of rural vitalization. The theory on school management of rural vocational education has been far away from “ agriculture ”, which is obvious, they put emphasis on the delivery of low - cost labors for cities, ignore the cultivation of vocational talents in local places, and also governments and related departments for education and management lack scientific recognition and location on rural vocational education, they do not stand on the development facts of social economy in rural areas, they do not know about the self - development requirements of farmers fully, they will adhere to the normal teaching model to manage and make comments on rural vocational education, so that it has the problems of unscientific theories on school establishment and unclear location. Due to social prejudice, and the chasing of common people to the education background, most of the rural vocational colleges have been transformed into “entrance education” gradually. They regard the “counterpart’s education” as their main target for school establishment, which is used as the advantage to attract students in good quality. They give more weights on theory than techniques, they just teach students with the knowledge for entrance examination, without any other knowledge, they do not cultivate students in accordance with related training scheme of specialized personnel, so that rural vocational colleges reduce their features gradually, and are transformed into the same model with common senior high schools.

The Homogenization of Major and Course Setup is Serious, Lacking Local Color.

Rural vocational education has obvious local features, which is the different place from urban vocational education. The local nationalities rural vocational colleges are combined with traditional industrial features, which are formed into unique local economic features. It means that rural vocational colleges should take the development road with characteristics, avoid homogenization, and they must penetrate the local economic features into the majors and course setup of the schools. However, some rural vocational colleges follow up the wind blindly under the pressure of living, so that they establish the heated majors and courses, and just follow others. In addition, in order to pursue scale, they do not take their objection conditions into consideration, they expand their majors, so that the courses and majors in rural vocational colleges are similar, and the phenomenon of homogenization is serious. As to other majors about agriculture with local characteristics, such as rural tourism, ecological management, and plant of agricultural products, they seldom have such courses and majors. If rural vocational education cannot combine their own local characteristics, they will lack their own advantages, hinder the development of rural vocational education, and do badly to the rural vitalization.

The Future of Students is narrow and difficult for Student Enrollment.

Due to the traditional prejudice in society, most people think rural vocational education is just an institution for cultivation and training of simple manual labor. Students in rural areas can not pass their examinations for senior high schools, so they just can come to vocational colleges, and students there do not have strong learning initiatives in normal, they do not like studying and also they are unwilling to study, which hinder the development of rural vocational education to some extents; even students in rural areas can get diplomas with vocational education, they are still labors, although we are urgent in higher vocational technical talents, it does not mean that their social position will be improved. In addition, rural vocational colleges can just cultivate labors and works

for the second and third industries, they can not cultivate higher technical talents directly, so that children in rural areas are seldom choosing rural vocational education, which causes that these schools are difficult for student enrollment, and their scales atrophy gradually.

Single Teaching Model, Inadequate in Training.

As to farmers, when they have vocational education, they have clear studying target, as long as they can learn their required skills and knowledge, the schedule and time can be adapt to their daily schedule, and then they will have vocational education positively. However, at present, most of the rural vocational college still use the traditional teaching model “2+1” (two years study at school, one year for practice in enterprise), it is single, and they are hardly using other teaching models. Thus, most of the farmers can not have vocational education. In addition, the enroll students of rural vocational colleges are to the graduates, which adopts teaching method of full - time education. What the students learned in the class is theoretical knowledge, they have less opportunities to attend social practice, and it is difficult for them to master vocational skills. Besides, compared with urban vocational education, the development of rural vocational education is comparatively slower, most of talents with high level and high education background are unwilling to work in rural areas, so that there are not enough training in rural vocational education, which can have good effect.

Inadequate in Investment.

In order to realize rural vitalization, and solve the problems of “issues relating to agriculture, rural areas, and rural people”, our country has always strengthened the alleviation and policy benefits for the rural vocational education. However, due to the lacking of investment, it is always one of the critical factors which has limit on the development of rural vocational education currently. The main body in investment in China for rural vocational education is the government, but it has limited capital, the power for raising money by them is weak, so that they should depend on the investment of government. Even there are some areas which are too poor, the investment of government in vocational education is less, so that the construction of some rural vocational colleges lack the investment, the development of them in cultivation talents is slower than others, the teaching conditions and facilities for training and experiment are incomplete, which can not meet the requirements of students. In addition, due to the capital supporting, they can not attract talents in high skills and education background to teach in these rural vocational colleges, so that the development of rural vocational education is very slow.

Weak in Faculty.

Faculty is the critical factor which has direct influence on the quality of rural education and teaching quality. With weak faculty, it is one of the important reasons for the slow development of rural vocational education. First of all, the quantity of professional teachers in rural vocational education is small, most of them are part - time teachers, and sometimes one teacher needs to undertaker the teaching of several courses; secondly, it is lacking for the teachers in high theoretical level and “double - type” in strong specialty, and most of the teachers are lower in teaching levels and also in practice; finally, the ration of teachers in rural vocational colleges is uncoordinated. Most of the teachers are in junior titles, there are several teachers with senior titles, and also some teachers are not having the professional qualifications. The cultivation system for teachers of rural vocational colleges is not completed, it is difficult to cultivate talents for them with high quality, and also it is difficult to meet the requirements of the development of rural vitalization. In addition, due to the lacking of benefited policies for talent introduction in most rural vocational colleges, they can not attract outstanding teachers.

The Path Reconstruction of the Development of Rural Vocational Education under the Background of Rural Vitalization Strategy

Establishing Scientific Theory on School Management and Target Location for Rural Vocational Colleges

In order to realize rural vitalization, we must develop rural vocational education. Thus, the rural vocational colleges should establish scientific theory on school management. Under the background of rural vitalization strategy, rural vocational colleges should seize the opportunity, by combination with the development of local rural economies, and then the colleges can be established. The rural vocational colleges should stick to the establishing theory in solving the problems of “issues relating to agriculture, rural areas, and rural people”, and make the cultivation of scientific and technological talents for new agriculture as the target for establishment. Therefore, the rural vocational college should transform the education with record of formal schooling into professional technical education, and other kinds of non - academic education, transform the fixed establishing models of semester and school year into flexible cultivation model, so that the rural vocational education can become the cultivation place for higher technical talents in agriculture, and can provide technical supports and information services for rural laborers.

Improving the Input Intensity on the Capital of Rural Vocational Education.

In the implementation of rural vitalization strategy, it should be cooperated by all our people. For example, as to the featured industries in rural areas, we should have positive exploration, strengthen the alleviation on the rural enterprises, give training to farmers who do not have adequate skills, ensure the basic living requirements of farmers, and solitude the fundamental facilities of rural areas, and etc, which do not need the supports of capital. While, the fiscal funds of nation are limited, so all rural vocational colleges should raise funds to support them actively, especially in selecting of channels of bank loan, and enterprise investment. In addition, in order to realize rural vitalization faster, we should be good at regulating the usage of the capitals. There is a saying that “use the material at the key point”, which means that we should make the limited capitals in fair use, such as the training of vocational skills for farmers, and medical security of farmers, and etc.

Optimizing the Major Setup in the Rural Vocational Colleges.

In order to give better services for “issues relating to agriculture, rural areas, and rural people”, and realize the rural vitalization, it is essential for the rural vocational colleges to have adjustment of in major setup. It is mainly to create special brand and major for rural areas in accordance with the economic characteristics and market requirement in the local place. On one hand, the brand and major can avoid the “homogenization” of rural vocational education, they can also improve the thoughts of farmers who give services to their living places, improve their scientific and technological knowledge and skills, so that they can better service for the rural economies. In addition, when the rural vocational colleges are setting majors, they can be equipped with foresight and predictability, and they should have immediate predication in accordance with the market requirements and regulate the related majors.

Intensifying the Training for Rural Vocational Education, Applying Various Models for Cultivation.

As to the implementation of rural vitalization strategy, first of all, we should solve the problems of “issues relating to agriculture, rural areas, and rural people”, and the core of them is the issue of farmers. In order to cultivate the farmers of new model which can adapt to the requirements of development in this era, the rural vocational colleges should provide various kinds of vocational educations and vocational training for farmers actively, so that we can have training about modern scientific and technological technologies, modern electronic information technologies, safe production, environmental protection, laws and regulations, psychological health, and professional ethics, so that we can realize rural vitalization . As to the regular routine of farmers, we should adjust the models for cultivation on time, and use various kinds of models for the cultivation, such as “1+1+1” work and study, and the cultivation model of “1+2”(one year for internship in university and two years for practice in enterprise). In such a way, we can strengthen the

cooperation of rural areas with enterprises, provide more opportunities for farmers, and cultivate their skills.

Strengthening the Construction of Teachers Group for Rural Vocational Education.

Strengthening the Construction of Teachers Group for Rural Vocational Education, it is the premise for keeping the development of rural vocational education, and also one of the critical factors in realizing rural vitalization. Thus, in the nation - level, the related departments of the government should project every part reasonably, arrange all resources well, give more powers to the development of rural vocational development, give necessary supporting policies and capital supporting, reform the development environment of the vocational education in that area, improve the treat to teachers, and attract more excellent talents in high quality for the development of rural vocational education. At the same time, the government should make clear the position of the development strategy in rural vocational education, with the spreading advantages of the new media fully, improve the quality of people and their social responsibility, present the constructed results of new rural areas objectively, develop economy of rural areas, reduce the gap of treatments for teachers in cities and rural areas, and solitude the support of human resources in the development of rural vocational education. In the level of school, school should strengthen the construction of professional teachers, make adjustment for the ratio of teachers and students, better advance the teaching environment by combination the advantages, attract and keep more advanced talents, develop the training activities for teachers positively, and pay attention to the value creation and realization of teachers in this sector. During the course, the rural vocational colleges should develop the positions for training widely, update the philosophical recognition of teachers on time, attach emphasis on the imputing of educational ideas with high quality, rich their knowledge, improve their specialized technology and vocational quality, and also provide perfected education and teaching services.

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