

Innovation of Cultural Education Mode in Agricultural Higher Vocational Schools from the Perspective of Rural Revitalization

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Abstract. In recent years, rural revitalization has become a national strategy, aiming at the problems of unbalanced urban and rural development and lagging rural economic development, aiming at building a socialist modern country in an all-round way. Based on this, the research content of this article mainly focuses on the innovation of cultural education mode in agricultural higher vocational schools from the perspective of rural revitalization. Through in-depth study of the existing cultural education model, combined with the strategic needs of rural revitalization, this article puts forward an innovative cultural education model. Through practical exploration, agricultural higher vocational schools can form a cultural education mode with local characteristics, agricultural culture subject, industrial culture support and social culture assistance. This not only helps to improve students' cultural literacy and vocational skills, but also helps to promote rural revitalization and agricultural development. In addition, this article also puts forward some suggestions for future research to promote the sustainable development and optimization of cultural education mode in agricultural higher vocational schools. In order to provide strong talent support for rural revitalization and promote agricultural higher vocational schools to play a greater role in cultivating outstanding talents.

Key words: Rural revitalization; Agriculture; Higher vocational schools; Cultural education; Innovate.

1. Introduction

In recent years, rural revitalization has risen to the national strategy, which is to solve the problems of unbalanced urban and rural development and lagging rural economic development, and realize the goal of building a socialist modern country in an all-round way [1]. Agricultural higher vocational schools, as an important base for cultivating agricultural talents, have a close relationship with rural revitalization [2]. However, there are still many problems in cultural education in agricultural higher vocational schools, such as unclear concept, single content and outdated methods, which restrict the improvement of its cultural education effect [3]. Therefore, how to innovate the mode of cultural education in agricultural higher vocational schools and improve the effect of cultural education from the perspective of rural revitalization is an urgent problem to be solved [4].

The main purpose of this study is to put forward an innovative cultural education model by analyzing the problems of the current cultural education model in agricultural higher vocational schools and combining the strategic needs of rural revitalization, in order to improve the cultural education effect of agricultural higher vocational schools and provide strong talent support for rural revitalization. Theoretical significance of this study: Through the study of cultural education mode in agricultural higher vocational schools, we can enrich and develop the relevant theories of pedagogy, especially the theories about cultural education and vocational education. At the same time, this study can also provide theoretical support for the education and teaching reform of agricultural higher vocational schools. Practical significance: By putting forward and practicing innovative cultural education mode, we can improve the effect of cultural education in agricultural higher vocational schools and cultivate more high-quality talents with agricultural cultural literacy and professional skills. This can not only meet the talent demand for rural revitalization, but also promote the sustainable development of agricultural higher vocational schools.

2. The relationship between rural revitalization and agricultural higher vocational schools

The core of the rural revitalization strategy is to solve the "three rural issues" and realize the all-round development of rural areas. As an important carrier of rural education and agricultural talent training, agricultural higher vocational schools play an important role in rural revitalization. On the one hand, agricultural higher vocational schools provide intellectual support for rural economic development by cultivating talents with modern agricultural knowledge and skills [5]. On the other hand, agricultural higher vocational schools can educate people through culture, inherit and carry forward agricultural culture, improve farmers' cultural quality and promote cultural progress in rural society.

At present, agricultural higher vocational schools have made some achievements in cultural education, such as offering courses related to agricultural culture and organizing agricultural practice activities [6]. However, there are also some problems. First of all, the concept of cultural education is not clear enough, and there is a lack of in-depth understanding and excavation of agricultural culture. Secondly, the content of cultural education is relatively single, lacking diversification and characteristics. Finally, the way of cultural education is relatively old, lacking innovation and effectiveness.

3. Analysis on the problems of cultural education mode in agricultural higher vocational schools

The problems of cultural education mode in agricultural higher vocational schools are mainly reflected in the following aspects:

(1) The concept of cultural education is unclear.

At present, some agricultural higher vocational schools have unclear ideas in cultural education. They often lack in-depth understanding and excavation of agricultural culture, and do not closely combine agricultural culture with campus culture, vocational education and rural revitalization [7]. This leads to the lack of in-depth inheritance and promotion of the spiritual connotation of agricultural culture in the process of cultural education, which often stays on the surface of cultural activities and courses.

(2) The content of cultural education is single.

The content of cultural education in agricultural higher vocational schools is relatively single, lacking diversification and characteristics. This is mainly reflected in the curriculum, textbook selection, activity organization and so on [8]. Some schools' agricultural culture-related courses only stay in the traditional teaching of agricultural knowledge, and lack attention to modern agriculture, ecological agriculture, agricultural science and technology. Activity organization is often limited to traditional literary competitions, lectures, etc., lacking innovation and effectiveness.

(3) The way of cultural education is outdated.

Agricultural higher vocational schools are relatively old in cultural education methods, lacking innovation and effectiveness. This is mainly reflected in teaching methods, teaching methods and teaching means [9]. Some schools still adopt traditional indoctrination teaching, lacking respect and play to students' dominant position, which leads to students' lack of learning enthusiasm and initiative. Some schools lack modern teaching means and equipment, and cannot make full use of information technology and network resources to enrich teaching content and teaching methods.

(4) The effect of cultural education is not good.

Due to the above problems, the effect of cultural education in agricultural higher vocational schools is not good. Although some students have participated in cultural education activities, they lack in-depth understanding and recognition of agricultural culture and cannot really apply their knowledge and skills to real life and work [10]. At the same time, some schools' cultural education activities lack pertinence and effectiveness, which can't meet students' actual needs and expectations, resulting in students' low enthusiasm for participation. There are also some schools that lack effective evaluation

and feedback mechanisms for cultural education achievements, which can not find problems and deficiencies in time, nor can they provide effective reference for improvement and optimization.

In order to solve these problems, agricultural higher vocational schools need to further clarify the concept and objectives of cultural education, enrich the contents and methods of cultural education, innovate the means and mechanisms of cultural education, strengthen cooperation and exchanges with rural areas, and jointly promote rural revitalization and agricultural development.

4. Principles and ideas of innovation of cultural education mode in agricultural higher vocational schools from the perspective of rural revitalization

From the perspective of rural revitalization, the innovation of cultural education mode in agricultural higher vocational schools should follow certain principles and ideas. See Table 1 for details.

Table 1. Principles and ideas of innovation

Innovative perspective	Innovation principle	Innovative ideas
Principle of the times	1. Keep up with the pace of the times and embody the spirit of the times.	1. Pay attention to the actual demand and development trend in rural areas.
	2. Incorporate modern agriculture, ecological agriculture and agricultural science and technology into the content of cultural education.	2. Take the inheritance of agricultural culture as the core task of cultural education.
Regional principle	1. Fully tap and utilize the agricultural cultural resources in the region.	1. Design a campus landscape with agricultural cultural characteristics.
	2. Form a cultural education model with regional characteristics.	2. Carry out campus cultural activities with agricultural cultural themes.
Subjectivity principle	1. Respect students' dominant position and give full play to students' dominant role.	1. Pay attention to the actual needs and expectations of students.
	2. Design cultural education activities that conform to students' cognitive rules and hobbies.	2. Industry-University-Research cooperation as a way to jointly carry out scientific research projects, technology promotion, personnel training and other activities.
Open principle	It is open and inclusive, and absorbs and draws lessons from excellent cultural education experiences and practices at home and abroad.	1. Strengthen exchanges and cooperation with relevant institutions and universities at home and abroad.
		2. Use information technology to carry out distance education and online training, and provide convenient learning channels and resources for rural areas.

4.1. Innovation principle

Principle of the times: The innovation of cultural education mode should be combined with the background of the times, keep up with the pace of the times and reflect the spirit of the times. Under the strategy of rural revitalization, agricultural higher vocational schools should pay attention to the actual demand and development trend of rural areas and incorporate modern agriculture, ecological agriculture and agricultural science and technology into the content of cultural education.

Regional principle: Agricultural higher vocational schools should fully tap and make use of the agricultural cultural resources in their areas and form a cultural education model with regional characteristics. By organizing regional agricultural cultural activities and offering regional

agricultural cultural courses, students' sense of identity and belonging to regional culture can be enhanced.

Subjectivity principle: The innovation of cultural education mode should respect students' subjective status and give full play to students' subjective role. Agricultural higher vocational schools should pay attention to students' actual needs and expectations, design cultural education activities that conform to students' cognitive laws and hobbies, and stimulate students' participation enthusiasm and creativity.

Principle of openness: The innovation of cultural education mode should be open and inclusive, and absorb and learn from excellent cultural education experiences and practices at home and abroad. Agricultural higher vocational schools should carry out exchanges and cooperation with relevant institutions and colleges at home and abroad to jointly promote the innovation and development of cultural education mode.

4.2. Innovative ideas

Taking the inheritance of agricultural culture as the core: Agricultural higher vocational schools should take the inheritance of agricultural culture as the core task of cultural education. By offering agricultural culture courses and organizing agricultural practice activities, students can deeply understand and master agricultural knowledge and skills and cultivate their love and respect for agricultural culture.

Taking the construction of campus culture as the carrier: Agricultural higher vocational schools should take the construction of campus culture as an important carrier of cultural education, and create a rich agricultural cultural atmosphere by designing campus landscapes with agricultural cultural characteristics and carrying out campus cultural activities with agricultural cultural themes, so that students can be influenced and infected by agricultural culture in a subtle way.

Industry-University-Research cooperation as a way: Agricultural higher vocational schools should strengthen cooperation with Industry-University-Research in rural areas and agricultural enterprises, and jointly carry out scientific research projects, technology promotion and personnel training. This can not only provide intellectual support and talent guarantee for rural areas, but also provide a platform for students to practice and innovate and start businesses.

By means of information technology: Agricultural higher vocational schools should make full use of information technology and network resources, develop and build digital teaching resources and learning platforms with agricultural cultural characteristics, enrich teaching content and teaching methods, and improve teaching effect and learning efficiency. At the same time, distance education and online training can also be carried out by means of information technology to provide convenient learning channels and resources for rural areas.

5. Practical exploration on the innovation of cultural education mode in agricultural higher vocational schools

From the perspective of rural revitalization, the innovative practice of cultural education mode in agricultural higher vocational schools can be carried out from four aspects in Figure 1.

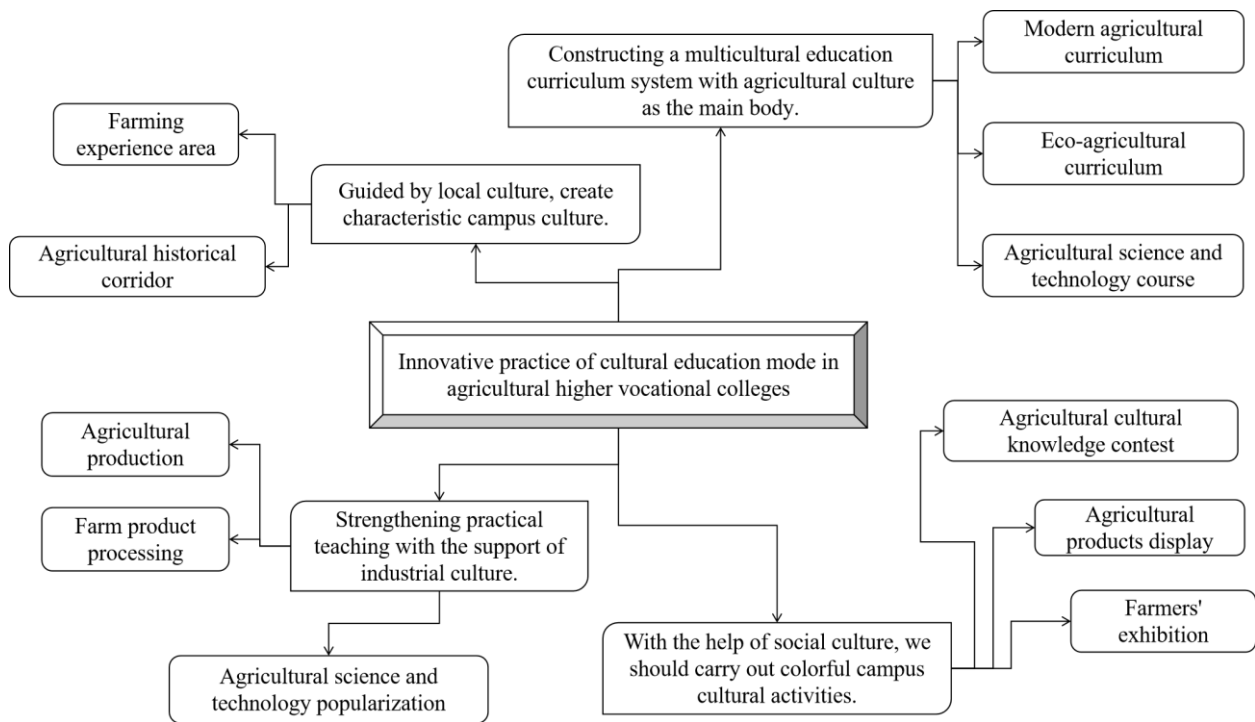


Figure 1. Innovative practice of cultural education mode in agricultural higher vocational schools

5.1. Guided by local culture, create characteristic campus culture

Agricultural higher vocational schools should be guided by the local culture in the region and create a distinctive campus culture. Schools can combine local cultural elements such as history, geography and folk customs to design campus landscapes, signs and buildings to form a unique campus cultural atmosphere. For example, to build landscapes with agricultural cultural characteristics on campus, such as agricultural experience area and agricultural historical corridor, so that students can feel the charm of agricultural culture on campus.

5.2. Take agricultural culture as the main body, and build a multicultural education curriculum system

Agricultural higher vocational schools should take agricultural culture as the main body and construct a multicultural education curriculum system. In addition to traditional agricultural knowledge and skills courses, modern agriculture, ecological agriculture, agricultural science and technology courses can also be introduced to let students understand and master the development trend and technical application of modern agriculture. At the same time, courses related to agriculture such as literature, history and philosophy can also be offered, so that students can understand and understand agricultural culture from multiple angles.

5.3. Based on industrial culture, strengthen practical teaching

Agricultural higher vocational schools should strengthen practical teaching with the support of industrial culture. Schools can establish cooperative relations with local agricultural enterprises and scientific research institutions to jointly carry out practical teaching activities. For example, organize students to participate in practical activities such as agricultural production, agricultural product processing and agricultural science and technology popularization, so that students can master agricultural knowledge and skills in practice. At the same time, representatives of enterprises and industry experts can also be invited to the school to hold lectures, workshops and other activities, so that students can understand the development trend and market demand of the agricultural industry.

5.4. With the help of social culture, we should carry out colorful campus cultural activities

Agricultural higher vocational schools should carry out colorful campus cultural activities with the help of social culture. Schools can organize related campus cultural activities in combination with local social and cultural activities, such as Farming Festival and Harvest Festival. For example, organize agricultural cultural knowledge contests, agricultural products exhibitions, farmers' art exhibitions and other activities, so that students can understand and feel the charm of agricultural culture in participation. At the same time, social and cultural groups can also be invited to perform and exhibit in the school to enrich the content and form of campus cultural life.

Through the above practical exploration, agricultural higher vocational schools can form a cultural education model with local characteristics, agricultural culture as the main body, industrial culture support and social culture assistance. This not only helps to improve students' cultural literacy and vocational skills, but also helps to promote rural revitalization and agricultural development. At the same time, these practical explorations can also provide reference for other types of higher vocational schools.

6. Conclusions

The purpose of this study is to analyze the problems of the existing cultural education mode in agricultural higher vocational schools, and closely combine the strategic needs of rural revitalization to launch an innovative cultural education mode. Through the in-depth exploration of the innovation of cultural education mode in agricultural higher vocational schools from the perspective of rural revitalization, the following conclusions are drawn: the innovation of cultural education mode in agricultural higher vocational schools has remarkable effects on improving students' agricultural cultural literacy, vocational skills and creating campus cultural atmosphere. This model innovation has important practical value in the context of rural revitalization, which is helpful to promote the development of agricultural education, improve the quality of agricultural personnel training, and promote the economic and cultural prosperity of rural areas. Through this research, we can not only enhance the effectiveness of cultural education in agricultural higher vocational schools, but also provide a solid talent backing for rural revitalization. In addition to paying attention to the development of students and schools, future research can also explore the role and value of cultural education model innovation in promoting the all-round development of economy, culture and society in rural areas from the perspective of rural revitalization and rural development. At the same time, we can also make interdisciplinary research on the innovation of cultural education mode and other related fields, such as rural sociology and cultural industry, so as to expand the breadth and depth of the research.

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