



Analysis of the Mechanism and Countermeasures of Vocational Education Promoting the Revitalization of Rural Talents

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Abstract. In the context of the rural revitalization strategy, vocational education, as a key force in promoting rural development, its role and effectiveness are increasingly receiving attention. This article delves into the role of vocational education in promoting the revitalization of rural talents. Based on the Chengdu Chongqing economic circle and typical cases abroad, it analyzes how vocational education can effectively enhance agricultural skills, promote the integration of industry and education, and stimulate regional innovation. In addition, the article proposes strategic suggestions for the development of future vocational education, emphasizing the importance of innovation and entrepreneurship education, aiming to cultivate high-quality talents with innovative spirit and practical skills for the rural revitalization strategy.

Keywords: Rural revitalization; Vocational education; personnel.

1 Introduction

Rural revitalization, as the core task of national modernization development, faces challenges such as talent shortage and economic lag. As an important component of achieving the goal of comprehensively building a socialist modernized country, the revitalization of rural talents is also a key link in promoting urban-rural development and building a comprehensive development pattern. With the continuous advancement of urbanization in our country, the problem of talent loss in rural areas has gradually become prominent, resulting in uneven rural development. As an important component of the talent cultivation system, vocational education injects new vitality into the sustainable development of rural areas by closely connecting with industrial needs, cultivating practical skills, and stimulating innovation potential. This article combines the practical difficulties in constructing the development model of vocational education in China and its underlying reasons, attempting to propose countermeasures and suggestions from a theoretical perspective, in order to provide inspiration for promoting the development of vocational education in China.

2 Analysis of the Current Situation of Vocational Education and Rural Talent Revitalization

2.1 Current Development Status of Vocational Education

As the largest vocational education system in the world at present, the report of the 20th National Congress of the Communist Party of China further affirmed the importance of vocational education in cultivating great country craftsmen and high skilled talents. However, due to the prominent differences among different regions and schools, only summarizing based on their own educational experiences has not formed a national unified promotion and application model for vocational education development. Meanwhile, the development difficulties of vocational education stem from multiple factors^[1]. Firstly, the social education environment upholds the concept of "valuing general education over vocational education". Under this social education value system, high-quality students will first choose ordinary undergraduate colleges, while vocational education is in a passive position in terms of student sources, resulting in insufficient educational achievements. The educational resources provided by the government and society will also be further affected, forming a vicious cycle. Secondly, in terms of economic environment, although the country's emphasis on vocational education has been increasing in recent years, and the education budget has shown a trend of increasing year by year, compared with ordinary undergraduate colleges, the education budget of vocational colleges still lags far behind. Of course, vocational education has also made efforts in school enterprise cooperation, especially for engineering background colleges and majors. In recent years, they have received support from enterprises through school enterprise cooperation and integration of industry and education. However, compared with the resources required for the development of vocational colleges themselves, it is still a drop in the bucket. Finally, in terms of policy environment, with the revision of the new Vocational Education Law and the promulgation of a series of policies and regulations to strengthen the development of vocational education, vocational education will continue to flourish in the foreseeable future^[2]. However, it cannot be ignored that due to the lack of in-depth research by relevant scholars on the basic theory of vocational education in combination with the actual development situation in China, there is a lack of practicality in the implementation of actual policies and regulations.

2.2 Current situation of rural talent revitalization

The 20th National Congress of the Communist Party of China and the No. 1 central document of the Central Committee in 2023 further emphasized the importance of strengthening the construction of the rural talent team, and again clarified that the key link of rural revitalization work is rural talent revitalization. Rural talents include internal talents in rural areas and external talents in rural areas. The former mainly refers to local rural residents, returning farmers, and graduates from local universities, while the latter refers to technology-based talents in the new era of agriculture, rural areas, and farmers. Among them, graduates from local universities and external tech-

nology-based talents are the core forces of rural revitalization work. Talent cultivation, as the primary task of vocational education, cultivates the core strength required for rural revitalization through subject education, which is not only the responsibility of self construction but also the mission entrusted by the times. However, looking at the current situation of internal and external talents in rural revitalization, there are certain difficulties in terms of quantity and quality. Firstly, due to livelihood reasons, there has been a phenomenon of hollowing out rural population due to the high out-flow and low return of young and middle-aged people from rural areas. Although the employment situation in recent years has driven some young people to return to their hometowns for entrepreneurship and employment, overall, the supply of rural talents is still in short supply^[3]. Taking Chongqing in the southwestern region as an example, the rural resident population has been decreasing from 12.8842 million in 2012 to 9.3302 million in 2022. Secondly, the quality of rural talents does not match the requirements for high-quality rural development. Vocational education has not fully considered the characteristics and advantages of local economic development, resulting in the cultivation of rural talents that are not truly needed for local industrial development.

3 Mechanism of Vocational Education Empowering Rural Talent Revitalization

3.1 Talent cultivation: providing skilled talents for rural areas

As a key factor in the revitalization of rural talents, vocational education plays a role in talent cultivation through four interrelated core elements. Firstly, the curriculum is closely aligned with rural needs, focusing on rural characteristic industries. Secondly, practical teaching is placed at the core^[4], where students transform theoretical knowledge into practical operational skills through internships and training sessions, enhancing their problem-solving abilities in work scenarios. Once again, vocational colleges introduce experienced industry experts as teachers through close cooperation with the industry, ensuring real-time updates and practical guidance of teaching content. Finally, vocational education builds a lifelong learning system to provide continuous education for in-service personnel, supporting their continuous upgrading and development of skills.

3.2 Skill enhancement: improving the comprehensive quality and skill level of rural labor force

The unique role of skill enhancement in vocational education lies in its immediacy and pertinence. Vocational colleges accurately evaluate the existing skills of rural labor and fill the skill gap through customized training plans. Another key aspect of skill enhancement is the cultivation of adaptability and flexibility for rural labor^[5]. Vocational education in vocational colleges cultivates students' professional abilities in modern agricultural technology and operation management through the addition of

new agricultural related majors and the implementation of courses including digital skills training, ecological agriculture practice, and supply chain management, thereby improving the market adaptability and employment competitiveness of rural workers.

3.3 Innovation ability: Cultivate rural innovation and entrepreneurship talents

In the context of increasing diversification and marketization of rural economy, innovation ability has become an indispensable core quality for rural talents, and it is also a key factor in promoting sustainable development of rural economy. Firstly, vocational education introduces courses on innovation management, entrepreneurial strategies, and new business model design, using project-based learning, case studies, entrepreneurial practices, and other teaching methods to cultivate students' innovative thinking and practical operational abilities. Secondly, vocational schools work closely with local governments, businesses, and communities to establish an ecosystem that supports innovation and entrepreneurship^[6]. This includes providing resources such as entrepreneurship incubators and innovation laboratories, and providing necessary resources and guidance for students who are interested in entrepreneurship. Finally, vocational education focuses on cultivating students' sense of social responsibility and sustainable development concepts. While promoting rural revitalization, attention should be paid to environmental protection and social equity, cultivating students' global perspectives and long-term thinking abilities, so that they can balance the relationship between economy, society, and environment in the process of promoting rural economic development.

4 Practical Cases of Promoting Rural Talent Revitalization through Vocational Education at Home and Abroad

4.1 Domestic case analysis: The role and effectiveness of vocational education in the revitalization of rural talents in China

In recent years, vocational education in the Chengdu Chongqing Economic Circle has effectively promoted the cultivation of rural talents and the development of local economy through innovative teaching models and close integration of industry and education^[7]. This article will demonstrate the role and effectiveness of vocational education in rural revitalization in China by analyzing three specific cases - the field classroom of Wulong District Vocational Education Center in Chongqing, the cultural empowerment project of Wanzhou Vocational Education Center, and the "three integrations and six pairs" teaching model of Chongqing Vocational College of Finance and Economics.

In 2021, the Vocational Education Center of Wulong District, Chongqing City adopted an innovative measure to promote the revitalization of rural talents. The center has established five "Red Assault Teams" composed of professional teachers, who have moved their classrooms from traditional classrooms to fields and entered

Yonglong Village, Yangjiao Street, Wulong District, directly participating in agricultural practices. This field classroom teaching method effectively cultivates local talents who are familiar with agriculture and good at research. These "soil experts" and "Tian Xiucui" not only made significant progress in personal development, but also used their practical skills to lead villagers in finding and embarking on the path of prosperity, thereby promoting rural revitalization.

From 2019 to 2021, Chongqing Wanzhou Vocational Education Center played a significant role in the rural revitalization activities in Luotian Town. The focus of Wanzhou Vocational Education Center is on cultural empowerment and resource exploration, aiming to promote the overall revitalization of Luotian Town. In 2019, Yao Xianguo, as the chairman of the labor union of Wanzhou Vocational Education Center, was dispatched to Longba Village in Luotian Town as the first secretary stationed in the village. Under his leadership, the original ecological beauty and new rural customs of Luotian Town were effectively promoted through short video platforms, resulting in Longba Village being awarded the title of "Second Batch of Beautiful and Livable Villages in Chongqing" in 2021. The cultural team of Wanzhou Vocational Education Center has deeply explored and promoted the regional cultural resources of Luotian Town, such as cultural symbols such as "Tianci Yuping · Renfu Jinjia" and "Riverside Countryside · Shui'an Yanghe", accelerating the cultural revitalization of rural areas. This practical case demonstrates how to achieve effective paths for rural revitalization through cultural empowerment and resource exploration, providing useful reference for similar rural revitalization projects^[8].

Chongqing Vocational College of Finance and Economics, based on its talent advantages and professional characteristics, actively explores and realizes a new education model that integrates with regional rural revitalization. Specifically, it includes the model of "county school co construction, school enterprise co education, and industry education integration", as well as the teaching strategy of "three integrations and six doubles", which includes the integration of education and county development, the integration of characteristic industries and majors, the integration of teaching activities and production processes, as well as the integration of dual subject cooperation between schools and local governments, the dual identity of students and employees, and the dual base of teaching and production sites. These innovative educational models and strategies not only promote the interactive development between schools and local economies, but also provide important talent support for rural revitalization, demonstrating the key role and potential of vocational education in regional development.

4.2 Foreign case analysis: international experience reference and inspiration

The Dutch Institute of Agricultural Technology and Innovation (FITI) has implemented a pioneering project called "Green Innovation". This project combines theory and practice to provide students with comprehensive courses on advanced agricultural technology, sustainable agricultural practices, and innovation and entrepreneurship. Through close cooperation with local agricultural enterprises and farms, FITI not only provides valuable internship opportunities for students, but also promotes direct

communication between students and agricultural practitioners. In addition, the innovation incubation center established within the college has become a platform for students and farmers to jointly develop new technologies and business models, effectively promoting agricultural innovation^[9]. The success of this project lies in not only improving local agricultural production efficiency and market competitiveness, but also enhancing the education level and youth employment opportunities in rural areas, thereby slowing down the trend of young people migrating to cities and helping to maintain rural vitality.

The agricultural skills development program implemented in Bavaria, Germany demonstrates how the dual education system effectively promotes rural revitalization. This program cleverly combines theoretical education in vocational schools with practical internships in agricultural enterprises, committed to providing students with a comprehensive and practical learning experience. The course content covers advanced agricultural technologies and innovative methods, such as precision agriculture, biodiversity conservation, and sustainable resource management. It not only reflects the development trends of modern agriculture, but also meets the practical needs of today's agricultural industry^[10]. During the internship process in enterprises, students can not only apply the knowledge learned in the classroom to practical agricultural production, but also deepen their professional skills and practical operational abilities by participating in real agricultural projects. The plan has successfully cultivated professional talents with modern agricultural technology knowledge and practical operational skills, making significant contributions to the modernization and sustainable development of local agriculture.

5 Suggestions for countermeasures and implementation paths

5.1 Policy support: The government provides more support for vocational education in terms of funding, policies, and other aspects

The government needs to significantly increase financial investment in rural vocational education, covering school infrastructure, teaching facility updates, and teacher development. Encourage private investment and social capital participation to inject new impetus into rural vocational education. In addition, implementing characteristic project support plans, such as establishing special funds to support courses and training projects related to local industries, providing government rewards and subsidies, and encouraging educational institutions and enterprises to jointly carry out innovative education projects.

5.2 Curriculum system reform: Adjusting curriculum settings to better meet the needs of rural development

Vocational education schools need to conduct in-depth analysis of the economic structure, industrial characteristics, and development trends in rural areas. Based on this analysis, design and adjust the curriculum system to include not only traditional agricultural skills, but also emerging technologies and management skills in rural

economic development, such as deep processing of agricultural products, rural tourism, and green energy utilization. Secondly, the vocational education curriculum system should strengthen its practical integration with rural industries. Through cooperation with local enterprises and farms, vocational education can combine theoretical teaching with practical work scenarios to create a realistic work environment. In addition, course design should take into account the backgrounds and needs of different learners, provide diverse learning paths, including short-term training, online courses, etc., to meet the learning needs of a wider group^[11].

5.3 Teacher team construction: improve the training and treatment of vocational education teachers, attract outstanding talents to participate in vocational education

On the one hand, strengthening the professional development and continuing education of teachers. This includes providing regular training courses to enable teachers to master the latest educational technologies, teaching methods, and industry trends related to their professional fields. On the other hand, improving the working conditions and salary of teachers. Providing competitive salaries, a good work environment, and clear career development paths can effectively improve the job satisfaction and teaching motivation of teachers, thereby attracting more outstanding talents to join the rural education industry.

5.4 Integration of industry and education: Strengthen cooperation between vocational education and the industry, improve the quality and practicality of education

Establish a sound mechanism for industry education cooperation. This mechanism should be based on precise alignment of the needs of both parties, ensuring that educational content is updated in sync with industry development through signing long-term cooperation agreements, establishing continuous communication platforms, and other means. Promote the dual education model of school enterprise collaboration. In this mode, schools and enterprises should jointly participate in the education and training process, providing internship opportunities, targeted training plans, and a system of engineering and academic alternation, so that students can learn and practice in a real work environment.

6 Conclusions

Vocational education not only improves individual skill levels in the revitalization of rural talents, but also promotes the comprehensive development of regional economy and culture. In the future, vocational education needs to closely align with the actual needs of rural areas, continue to strengthen the cultivation of innovation and entrepreneurship abilities, and cultivate more high-quality talents with innovative spirit and

practical operation abilities for the rural revitalization strategy, thereby helping the sustained and healthy development of the social economy.

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