

Ways and Countermeasures to Cultivate Non-agricultural College Students' Ability to Serve Rural Revitalization

Beichun Xu

College of Media and Communication, Changchun Normal University, Changchun 130000, China

Abstract: In the No. 1 document issued by the Central Committee of the Communist Party of China and The State Council, it is more clear that the development of agriculture and rural areas should be given priority in the new development stage, and the Strategic Plan for Rural Revitalization (2018-2022) indicates the direction and positioning of the current and future period of “rural revitalization” work through the overall deployment of the “rural revitalization” strategy. “Rural revitalization, talent is the key”, “talent revitalization is the foundation of rural revitalization”. Based on the current situation of non-agricultural college students participating in rural revitalization, this paper puts forward a series of ability training paths and countermeasures, including education system optimization, internship and social practice, innovation and entrepreneurship support, and students' personal efforts. By building a curriculum system that meets the needs of rural revitalization, establishing long-term internship bases, organizing special social practice activities, and providing innovation and entrepreneurship support, the university aims to improve the comprehensive ability of non-agricultural college students to serve rural revitalization and inject new vitality into the cause of rural revitalization.

Keywords: Non-agricultural college students; Rural revitalization capacity; Cultivate

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Rural revitalization is an important part of the national strategy and is of great significance to the realization of building a moderately prosperous society in all respects and common prosperity. As an important force in society, non-agricultural college students with multi-disciplinary background and innovative thinking can play a unique role in rural revitalization. To this end, this paper aims to explore the ability of non-agricultural college students to serve rural revitalization training path and countermeasures.

1. The role of non-agricultural college students in rural revitalization

1.1 Advantages of a multidisciplinary background

Based on the background of rural revitalization in China, first of all, non-agricultural majors have a wealth of theoretical knowledge and practical skills, covering many fields such as economy, management, education, science and technology, and can combine these knowledge with the actual situation in rural areas to propose scientific and reasonable development plans. For example, students majoring in economics can help rural areas adjust industrial structure and make economic planning to enhance rural economic vitality. Students majoring in management can introduce modern management concepts, optimize the rural governance model, and improve administrative efficiency. Secondly, the multi-disciplinary background of non-agricultural students enables them to have comprehensive thinking ability across fields, and can examine and solve problems encountered in the process of rural revitalization from different angles. This kind of integrated thinking helps to promote the sustainable development of rural areas. For example, students majoring in environmental science can help villages develop ecological protection plans to ensure that economic development

is coordinated with environmental protection. Students majoring in information technology can promote the construction of digital villages, improve the service capacity of villages themselves, and promote their informatization development ^[1].

Finally, from the perspective of cities, the rich practical experience accumulated by non-agricultural students in cities also provides valuable reference for them in rural revitalization. Students can introduce advanced urban development concepts and technologies to rural areas and help the process of rural modernization ^[2].

1.2 Combination of innovative thinking and rural development

Due to the extensive and cutting-edge education received by non-agricultural college students, they can organically combine innovative thinking with rural development and promote the process of rural modernization. Specifically,

First, innovative thinking can stimulate the diversified development of rural economy. Non-agricultural students can use their innovative ideas and methods accumulated in urban study and internship to guide the countryside to explore new industrial directions, such as rural tourism, ecological agriculture, cultural creativity, etc., so as to optimize and upgrade the industrial structure.

Second, non-agricultural students can introduce advanced management concepts and technical means into rural governance to improve the scientific and refined level of rural governance ^[3].

Third, non-agricultural students can use their knowledge in pedagogy, psychology and other aspects to help rural schools improve teaching methods and education models and improve education quality.

2. Ability training path

2.1 Optimization of education system

2.1.1 Docking of curriculum and rural revitalization needs

Colleges and universities need to review and optimize the curriculum to meet the actual needs of rural revitalization. In this process, they should strengthen the curriculum content related to rural revitalization, including agricultural modernization, rural economic development, rural governance and other aspects of knowledge. For example, rural economic management courses are added to economic management majors, and agricultural engineering technology courses are set up in engineering majors, so as to effectively enhance students' theoretical understanding of rural revitalization and lay a solid knowledge foundation for students to participate in rural revitalization work in the future. In addition, colleges and universities should actively carry out interdisciplinary courses to cultivate students' comprehensive ability, so that they can solve complex problems in rural revitalization from multiple angles and levels.

2.1.2 Strengthening of practical teaching

After mastering theoretical knowledge, it is necessary to strengthen the proportion of practical teaching. In this regard, colleges and universities should actively build school-enterprise cooperation platforms and jointly establish rural revitalization practice bases with local governments and enterprises, so that students can exercise and grow in a real rural environment. For example, students are organized to conduct field research in villages and participate in village construction projects, so as to cultivate their ability to solve practical problems. At the same time, students should be encouraged to participate in various innovative and entrepreneurial projects related to rural revitalization, and financial support should be provided to enable students to constantly innovate and accumulate experience in practice.

2.2 Internship and social practice

2.2.1 Establish a long-term internship base

Colleges and universities should actively cooperate with local governments, agricultural enterprises and social organizations to establish long-term internship bases, which can provide students with opportunities to get in touch with actual rural work, so that they can deeply understand the specific needs and challenges of rural revitalization in practice. For example, a university has established a long-term internship base in cooperation with a village in Zhejiang Province, where students can practice during holidays and spare time to participate in village planning, agricultural project management and rural e-commerce promotion.

2.2.2 Organize special social practice activities for rural revitalization

Colleges and universities should organize non-agricultural students to carry out various forms of special social practice activities for rural revitalization, and help rural development through practical actions. For example, every summer, colleges and universities can organize students to form a rural revitalization service team and go to various villages to carry out special practical activities. These activities can include agricultural technology extension, rural infrastructure construction, rural tourism planning, etc. For example, the "Rural Revitalization Service Team" of Zhejiang University is a typical social practice project. The program organizes students to go to various villages in Zhejiang Province for one-month social practice activities every summer. In 2023, the service team went

to a village in Jinhua City to carry out modern agricultural technology training, rural tourism development and e-commerce poverty alleviation activities. Through these practical activities, students can learn knowledge that can not be learned in books, further deeply understand the hardships and significance of rural revitalization, and strengthen their faith and determination to serve the countryside.

2.3 Support for innovation and entrepreneurship

2.3.1 Construction of innovation and entrepreneurship incubation platform

Universities should establish a special innovation and entrepreneurship incubation platform, which can provide students with one-stop services from creativity to realization, including entrepreneurship training, project guidance, financial support and market docking. Through the incubation platform, students can combine the theoretical knowledge they learn in class with actual entrepreneurial practice to further enhance students' innovation ability and entrepreneurial literacy. For example, a university has established a "rural revitalization innovation and entrepreneurship incubation center," which provides students with professional guidance, startup fund support, and resources such as laboratories and office space.

2.3.2 Encourage students to participate in rural entrepreneurship projects

Universities should actively encourage and support non-agricultural college students to participate in rural entrepreneurship projects, and inject new impetus into rural development through innovation and entrepreneurship activities. For example, a university holds a "Rural Revitalization Entrepreneurship Competition" every year, inviting student teams with entrepreneurial intentions to present their business plans, and providing funding and resources to the winning team. In 2023, a student team from the school stood out in the competition with the "smart agriculture solution" project and won 500,000 yuan of start-up fund support.

2.4 Students' individual efforts

First of all, students can participate in the village internship, social practice, volunteer service and other activities organized by the school, go deep into the rural grassroots, and understand the economic, social, cultural and other aspects of the rural situation.

Secondly, students need to have solid professional knowledge, and on this basis have a variety of comprehensive qualities: first, they should pay attention to improving their communication and coordination ability, and can effectively communicate and cooperate with rural cadres, villagers and various organizations. Second, practical solutions can be proposed in the complex and changing rural environment. Third, students also need to have a strong sense of social responsibility and service awareness, willing to devote themselves to the cause of rural revitalization, and truly contribute to the development of rural areas.

Conclusion:

In summary, optimizing the education system, strengthening internship and social practice, providing support for innovation and entrepreneurship, and encouraging students' individual efforts can comprehensively improve the ability of non-agricultural college students to serve rural revitalization. In the future, we should continue to deepen school-local cooperation, build a broader platform for practice, provide more abundant resources for innovation and entrepreneurship, and further stimulate the enthusiasm and creativity of non-agricultural college students to participate in rural revitalization.

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About the author:

Beichun Xu, born in 1982, female, Han nationality, native of Changchun, Jilin Province, now working in Changchun Normal University College of Communication, associate professor, doctoral candidate, research direction education and teaching reform, rural revitalization