

Problems and Cracks of Civic and Political Courses Enabling Talent Cultivation for Rural Revitalization in Agriculture-Related Higher Vocational Colleges and Universities

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Abstract: Higher vocational colleges and universities involved in agriculture are the main position for cultivating talents for rural revitalization, and their ideological and political courses bear the important responsibility of guiding students to devote themselves to the cause of rural revitalization. However, in fact, the proportion of graduates of agriculture-related higher vocational colleges and universities who are engaged in the "three rural" related industries is not high. Therefore, it is particularly important to explore and solve the problems of the ideological and political courses in agriculture-related higher vocational colleges and universities in empowering the cultivation of talents for rural revitalization.

Keywords: Agriculture-related higher vocational colleges and universities; Civic and political courses; Rural revitalization; Talent cultivation

1. Introduction

Rural revitalization is a crucial fundamental aspect of high-quality development^[1]. Agricultural colleges and universities are an important training ground for high-caliber agricultural professionals. There are 294 agriculture-related higher vocational colleges and universities in China, accounting for 19.3% of all higher vocational colleges and universities in the country. However, according to the statistics in the "2024 China Higher Vocational Students' Employment Report", the proportion of students from agriculture-related higher vocational colleges and universities who choose to work in industries related to the "Rural Areas" is not high, and their willingness to serve the revitalization of the countryside is not very strong.^[2] Therefore, it is a major problem that must be solved by agriculture-related higher vocational colleges and universities in the new era to explore the problems that exist in the Civics and Politics courses of agriculture-related higher vocational colleges and universities in empowering the cultivation of talents for rural revitalization and to put forward a cracking path.

2. Analysis and discussion

2.1 Civics courses are not closely integrated with rural revitalization

From the survey of some agriculture-related higher vocational colleges and universities, the Civics and Political Science courses of agriculture-related higher vocational colleges and universities are still based on the traditional teaching of ideological and political theoretical knowledge, which is not closely integrated with rural revitalization. First, the Civics and Political Science course lacks the in-depth integration of rural revitalization content, and lacks in-depth excavation and explanation of rural revitalization. Secondly, there is a lack of tutorial textbooks for rural revitalization Civics courses and Civics elective textbooks, which may lead to a lack of in-depth understanding of the theory and practice of rural revitalization among students. Third, there is a lack of effective rural revitalization Civics and Politics practical classes.

2.2 Inadequate exploration of teacher resources for the Civics Program

The reasonable structure of the team and the diversified roles of teachers are conducive to the comprehensive and effective

promotion of the implementation of the Civics and Political Science Program.^[3] However, at present, the teachers of the Civic and Political Program in agriculture-related higher vocational colleges and universities are mainly full-time teachers of Civic and Political Program in their own schools. The academic background of these teachers mainly focuses on Marx theory and other related majors, and they lack the accumulation of knowledge related to the "Three Rural Issues". First, there is a lack of interdisciplinary integration of teachers. The advantageous faculty strength of agriculture-related higher vocational colleges and universities is mainly concentrated in agriculture-related majors. Agriculture-related higher vocational colleges and universities do not make full use of this advantageous resource and incorporate teachers of such specialties into the part-time teaching team of the Civic and Political Program. Secondly, they have not introduced social agriculture-related talents into the Civics and Political Science courses. Third, insufficient attention has been paid to the direct participants in the cause of rural revitalization.

2.3 Inadequate evaluation mechanism for the teaching of civics courses

The evaluation mechanism of the teaching of Civics courses in agriculture-related higher vocational colleges and universities is based on quantitative assessment, neglecting the examination of students' deep-seated ideology and value orientation. First, excessive emphasis is placed on students' paper grades. This is inconsistent with the goal of Civic and Political Education to cultivate students' ideological and moral qualities and social responsibility. Second, excessive focus on classroom teaching completion. This easily leads to the teachers of the Civics course ignoring the students' actual learning needs and feedback on the Civics course and knowledge of rural revitalization in the teaching process. Third, excessive focus on students' satisfaction with teaching. This can lead to the Civics course being oriented to cater to students' short-term interests, and then neglecting the Civics course's cultivation of students' willingness to serve rural revitalization.

3. Conclusion

3.1 Creating a new model of integration of the Civic and Political Programs

First, agricultural-related higher vocational colleges and universities should integrate General Secretary Xi Jinping's important thesis on the "three rural issues" and the important policies of the CPC Central Committee and the State Council on rural revitalization into the Civics and Political Science courses, select typical cases of rural revitalization, and use ideological and political theories to analyze the theoretical value and practical implications of the rural revitalization cases in Civics and Political Science courses. In the teaching of the Civics and Politics course, we use ideological and political theories to deeply analyze the theoretical value and practical implication of the cases of rural revitalization, and guide students to understand the "three rural areas" and love the cause of rural revitalization.

Secondly, agricultural-related higher vocational colleges and universities need to base themselves on the characteristics of their schools and their professional strengths, and prepare tutorial and elective teaching materials for their civic and political courses that are closely related to the theory and practice of rural revitalization. In the actual teaching process of the Civic and Political Science courses, they should take the "Ma Project" textbook as the basis and integrate the tutorial materials with their own characteristics into the overall teaching process of the Civic and Political Science courses, so as to enhance the students' ability to apply professional theories to analyse and solve the practical problems of rural revitalization.

Thirdly, agriculture-related higher vocational colleges and universities should cooperate with local agriculture-related enterprises and rural revitalization demonstration villages and towns to establish practice bases for the Civics and Politics courses, organize students to participate in rural revitalization social practice through field trips, volunteer services and other activities, so that students can experience the actual situation of rural revitalization first-hand.

3.2 Creation of a mechanism for building the teaching force

First, in order to solve the problem of the lack of knowledge related to rural revitalization among full-time Civics teachers, agriculture-related higher vocational colleges and universities should hold regular training activities such as thematic lectures and collective class preparation meetings, and embed content related to rural revitalization in them, so as to increase the Civics teachers' knowledge reserve of rural revitalization while enhancing their teaching ability.

Secondly, agriculture-related higher vocational colleges and universities should be based on the advantageous specialties of their own schools, set up interdisciplinary teaching teams for Civics courses, encourage Civics teachers to communicate and cooperate with teachers of other disciplines, jointly carry out interdisciplinary teaching and research, and develop Civics education elements and courses closely focusing on the cultivation of talents for rural revitalization to cultivate rural revitalization talents with a more innovative spirit and comprehensive qualities.

Thirdly, agriculture-related higher vocational colleges and universities should establish a cooperation mechanism between Civics

teachers and leaders of agriculture-related enterprises, cadres of agriculture-related departments and rural farmers, village cadres and other rural revitalization participants to jointly carry out practical teaching, case studies and other activities.

3.3 Improvement of the evaluation mechanism for the Civics Program

First, for agriculture-related higher vocational colleges and universities, in the process of evaluating the learning status of students' Civics courses, in addition to focusing on students' paper grades, it is also necessary to examine whether the students have formed the consciousness of serving rural revitalization, the emotion of loving rural revitalization, and the spirit of dedicating to rural revitalization through their usual assignments, classroom interactions, and Civics practices.

Secondly, in the evaluation of teachers, instead of paying too much attention to the degree of completion of teachers' course content teaching and students' satisfaction with the evaluation of teaching, teachers should be encouraged to be bold and innovative, combining the teaching forms of teachers' lectures, students' lectures and group discussions, and effectively integrating the concepts of rural revitalization, policies and practical cases into the teaching of Civics and Political Science courses, so as to better empower the cultivation of talents for rural revitalization.

Thirdly, agriculture-related higher vocational colleges and universities should pay attention to the evaluation of students by the society in the civic and political practice courses. Higher vocational colleges and universities involved in agriculture can establish the evaluation mechanism of the Civic and Political Practice Course together with the heads of local agriculture-related enterprises, rural revitalization demonstration villages and towns, and so on, and use this as the basis for evaluating the performance of students in the Civic and Political Practice Course.

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