

Research on the path of improving the digital literacy of rural leaders under the digital village strategy

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Abstract: Under the background of digital village strategy, digital literacy has become an important part of the comprehensive quality of rural leading cadres. The level of digital literacy of rural leading cadres directly affects the construction process of digital village and even digital China. Based on the research and analysis of digital literacy in academic circles, it is believed that digital literacy includes three major components, such as good digital cognition level, necessary digital use skills and outstanding digital practice ability, and clearly promotes the era implication of digital literacy of rural leading cadres in digital leadership, digital transformation of rural public services, and rural public health risk prevention ability. Finally, it puts forward that the digital literacy of rural leading cadres can be improved through ideas reshaping, skills upgrading, skills application, assessment and other ways.

Key words: digital countryside; Rural leading cadres; Digital literacy; The digital age

1. Introduction

The report of the Party's 20th National Congress pointed out that "we must build a team of high-quality cadres worthy of the important task of national rejuvenation". Rural leading cadres are the important cornerstone of our country's leading cadre team system and the main promoter of the implementation of the digital village strategy. Improving their digital literacy is the inevitable requirement of building a high-quality cadre team. In 2019, the Outline of the Strategy for the Development of Digital Countryside was officially issued, which identified "digital countryside" as the strategic direction of rural revitalization, laying a solid foundation for rural digital governance. In 2020, the Proposal of the CPC Central Committee on Formulating the 14th Five-Year Plan for National Economic and Social Development and the Vision Goals to 2035 pointed out that digital development should be accelerated, and the development of digital economy, strengthening the construction of digital government, and improving the digital skills of the whole people should be taken as important contents. Digital development has become the development theme of the current era. Digital technologies such as big data, artificial intelligence and blockchain are constantly updated and iterated, and are widely used in government governance. The application of digital technologies has laid an opportunity for rural revitalization and development. As the focus of the current national work, the digital rural strategy is of great practical significance in promoting the digital transformation of rural areas, narrowing the development gap between urban and rural areas, and promoting the modernization process of national rural governance. However, in the process of rural digital transformation, most of the leading cadres in rural areas do not have the digital literacy suitable for the digital age and cannot adapt to the new working mode in the digital age. Therefore, it is an obvious and important research topic to vigorously improve the digital literacy of rural leading cadres and make them have the leadership ability suitable for the digital age.

2. The components of digital literacy of rural leading cadres

The concept of digital literacy was first put forward by scholar Yoram Eshet-Alkalai in 1994, which refers to the survival skills needed for living, studying and working in a new environment. After long-term research, the skills of digital literacy can be found in rural areas. Image-image literacy, re-creation literacy, mastering hypermedia literacy, information literacy and social-emotional literacy are included in the conceptual framework of digital literacy. Based on this theory, Paul Gilster defined digital literacy in 1997 as the ability to acquire, understand, integrate and apply digital information. Martin and Grudzieck defined digital literacy as an individual's awareness, attitude and ability to properly use digital tools, utilize digital resources, construct new knowledge, innovate media and communicate with others, etc. It covered three development stages, including basic digital skills, digital ability in specific situations and digital innovation and creativity. After entering the 21st century, with the continuous increase of Internet penetration, the concept of digital literacy has also been updated with The Times, and many organizations have reinterpreted it. In 2018, UNESCO released the Global Framework for Digital Literacy, which proposed a literacy domain including operational domain, information domain, communication domain, content creation domain, safety and ethics domain, problem solving domain, and career-related domain. Based on previous research and analysis, the author believes that the digital literacy of leading cadres in rural areas should include good digital cognition level, necessary digital skills and outstanding digital practical ability.

1. Good number cognition level

Good digital cognition level mainly means that rural leading cadres can have good digital awareness in daily work, and take the initiative to seek innovation and breakthrough in the process of using digital technology. On the one hand, rural leading cadres should establish a correct digital concept. Rural leading cadres should recognize the current new trend of national and even international

development, take the initiative to meet the digital era, change the traditional administrative concept to the digital administrative concept, and be the forerunner of the digital era. On the other hand, rural leading cadres should enhance their insight into digital value, grasp and recognize the value of massive digital information, and then use valuable digital information to promote rural development.

2. Necessary digital skills

The necessary digital skills mainly refer to the relevant skills, knowledge and abilities that rural leading cadres should possess when applying digital technologies in their daily work. On the one hand, rural leading cadres should know how to use digital technology. Knowing the technology is a necessary prerequisite to maximize the efficiency of using the digital technology. Rural leading cadres should take the initiative to understand the basic principles and main functions of digital technology, and choose the technology suitable for local development among many digital technologies to maximize its efficiency. On the other hand, village leaders should know how to use relevant digital tools. For digital hardware tools, rural leaders should understand their components, categories and main functions. For digital software tools, rural leading cadres should be familiar with its registration process, main content and data information.

3. Outstanding digital practical ability

Outstanding digital practical ability mainly refers to the ability of rural leaders to apply their digital skills to rural construction, and to innovate ways to solve specific problems on the basis of the existing digital knowledge system. After having the corresponding digital skills, rural leading cadres should seriously think about how to apply their digital skills to their work practice. On the one hand, rural leading cadres should sort out the priorities of work affairs according to the data information presented by the information system, coordinate the work content and function distribution of various departments, and improve the ability of coordination within the government. On the other hand, rural leading cadres should creatively solve emergency incidents with digital thinking, and take the initiative to use the digital technology they have mastered to effectively improve the level of rural emergency management.

3. The era implication of improving the digital literacy of rural leading cadres

1. Improving the digital literacy of rural leading cadres is the fundamental premise of cultivating the digital leadership of rural leading cadres

Digital leadership is generally regarded as being familiar with the current information and communication technologies, and being able to choose the appropriate information and communication technologies for individuals and organizations, and having the ability to use these information and communication technologies. Rural leaders, as the main promoters of digital villages, need to have digital leadership that matches the digital age, so as to give full play to the central role of connecting digital government and rural people in the digital age. Only by vigorously promoting digital literacy and improving their awareness of digital technology can rural leaders effectively cultivate their own digital leadership, change the traditional rural governance thinking, ways and models, and meet the needs of digital transformation in rural areas.

2. Improving the digital literacy of rural leading cadres is an important support for promoting the digital transformation of rural public services

From the perspective of the "actual state" at the practical level, when implementing the policies related to the digital transformation of public services formulated by the central government, rural local governments still practice the policy implementation logic of "there are policies on the top and countermeasures on the bottom", resulting in serious policy implementation deviations and breeding "formalism on the fingertips". Therefore, only with the corresponding digital literacy can rural leading cadres realize the transformation from "expected picture" to "actual state", achieve the dual goals of equalization of basic public services and quality of non-basic public services in rural areas, transform the digital divide between urban and rural areas into digital opportunities, and provide important support for the digital transformation of rural public services.

3. Improving the digital literacy of rural leading cadres is a practical need to improve the ability to prevent rural public health risks

While reshaping human life style, digital technology provides a new way to improve rural public health risk prevention ability. If rural leaders want to improve their ability to prevent rural public health risks through digital technology, they need to continuously improve their awareness, acumen and foresight of public health risks, make scientific judgments on relevant information and analysis of big data, and combine intelligent plans with local actual conditions, so as to promote scientific decision-making and precise policy implementation. At this stage, only with strong digital literacy can rural leading cadres apply digital technology and science to public health risk prevention, improve rural public health risk prevention ability, and promote the overall goal of the national governance system and governance capacity modernization system.

4. The path to improve the digital literacy of rural leading cadres

1. Concept reconstruction: Shaping the digital consciousness of rural leading cadres

Shaping the digital consciousness of rural leading cadres is the first prerequisite for improving their digital literacy. First, strengthen the publicity of digital literacy. Coordinate and integrate the current resources related to the promotion of digital literacy of rural leading cadres,

combine with the goal of improving digital literacy of rural leading cadres, and innovate the publicity methods of digital literacy, so as to correct the cognitive deviation of digital literacy of rural leading cadres. Second, organize digital theme-related case studies. The interaction between concept and practice can be achieved by organizing rural leading cadres to discuss and learn from relevant successful cases on digital topics, so as to more intuitively understand the role of digital literacy in promoting rural economic and social development from the practical results of successful cases, and further shape the digital awareness of rural leading cadres. Thirdly, a symposium on digital literacy of rural leading cadres should be held. The symposium on digital literacy of rural leading cadres should be held regularly to exchange and learn from the digital literacy of rural leading cadres, so as to improve the enthusiasm and initiative of rural leading cadres to improve digital literacy.

2. Skill improvement: To cultivate high-level digital knowledge and skills of rural leading cadres

It is imperative to cultivate high-level digital skills of rural leading cadres to improve their digital literacy. On the one hand, it is necessary to re-formulate the digital teaching and training content of rural leading cadres. The content of digital teaching and training for rural leading cadres should be closely combined with contemporary emerging technologies, and the teaching and training content in line with current development needs should be formulated around the characteristics of The Times, emerging technologies and working modes, so as to improve the level of "technical cognition" of rural leading cadres and lay a solid foundation for further learning of digital technologies. On the other hand, it is necessary to strictly test the practical operation ability of digital tools of rural leading cadres. Rural leading cadres should be able to master the operation methods of relevant digital tools, be familiar with the application of major digital platforms and software, take the practical operation ability of rural leading cadres as a vocational skill, conduct regular examination and selection of their vocational skills, and commend and reward the outstanding rural leading cadres to enhance their learning motivation.

3. Application of skills: Strengthen the ability of rural leading cadres to apply digital skills

Strengthening the digital skills application ability of rural leading cadres is a key part of improving their digital literacy. On the one hand, rural leading cadres can give full play to their own digital knowledge and skills, flexibly use digital technology, promote the digital transformation of rural education system, and prevent the gap between rural education and urban education from widening. Especially for remote areas, rural leading cadres should vigorously introduce digital education resources, focus on solving the problem of students in remote areas attending classes, such as strengthening the construction of digital infrastructure in remote areas, implementing online teaching forms of online education, and solving the problem of students in remote areas traveling far to attend classes. On the other hand, rural leading cadres should pay attention to the construction of digital teachers in rural education, give full play to the role of "leading and demonstrating", and constantly improve the digital knowledge and skills of rural teachers.

4. Assessment and evaluation: Establishing a digital literacy evaluation mechanism for rural leading cadres

The establishment of digital literacy evaluation index system of rural leading cadres is an important guarantee for improving their digital literacy. In the process of formulating evaluation standards, it should be classified and graded according to different subjects, and the evaluation index focus of rural leading cadres in different positions is different. For example, the three aspects of consciousness, knowledge and skills, and technical application ability should be evaluated as the first-level evaluation indicators, and then the second-level indicators should be set up on the basis of the first-level indicators to refine the evaluation elements, and a scientific and reasonable evaluation index system for the digital literacy of rural leading cadres should be constructed to ensure the scientific, accurate and reasonable evaluation results.

5. Conclusion

The digital literacy framework of rural leading cadres should include three elements: digital cognition level, digital use skills and digital practice ability. It is necessary to follow the logical path of "shaping consciousness -- cultivating skills -- applying skills -- assessment and evaluation", rebuild the digital literacy awareness of rural leading cadres, vigorously cultivate high-level digital knowledge and skills of rural leading cadres, effectively strengthen the application ability of digital knowledge and skills of rural leading cadres, and establish a digital literacy evaluation mechanism of rural leading cadres. In order to achieve the goal of improving the digital literacy of rural leading cadres and build a team of rural leading cadres in the digital era.

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