

The logic, dilemma and countermeasures of cultivating innovative and entrepreneurial talents in agriculture-related colleges and universities under the background of rural revitalization

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Abstract: The rural revitalization strategy is a rural development strategy clearly put forward by the Party in the report of the 19th National Congress, aiming to promote the development of agricultural industry and rural economic prosperity. In order to achieve this goal, all agriculture-related colleges and universities should undertake the teaching responsibility of transporting high-quality and high-skilled talents for rural development and agricultural production. Based on this requirement, it is necessary for agriculture-related colleges and universities to actively carry out innovation and entrepreneurship education in addition to completing basic teaching tasks, and take this opportunity to stimulate students' innovation awareness and exercise their entrepreneurial ability, laying a solid foundation for their follow-up agricultural development, and ultimately promoting the implementation of the rural revitalization strategy. In view of this, this paper carries out research based on the author's practical teaching experience, which needs to analyze the logic and dilemma of the cultivation of innovative and entrepreneurial talents in agriculture-related colleges and universities under the background of rural revitalization, and put forward specific countermeasures on this basis.

Key words: Rural revitalization; Agriculture-related colleges and universities; Innovation and entrepreneurship; Personnel training; Logic; Dilemma; Countermeasure

Introduction

The rural revitalization strategy is a major decision and deployment made at the 19th CPC National Congress, aiming to promote the development of agricultural industry and rural economic prosperity. To achieve this goal, the key is to train a large number of innovative and entrepreneurial technical skills talents who have mastered modern agricultural technologies and are familiar with the development of agricultural industrialization. These talents can provide strong support for the development of agricultural industry and the prosperity of rural economy, and promote the implementation of the strategy of rural revitalization. Based on this, agriculture-related colleges and universities should strengthen the cultivation of innovative and entrepreneurial talents, encourage students to participate in innovative and entrepreneurial projects, and improve their comprehensive quality and skill level. At the same time, government departments and all sectors of society should increase their support for the development of the agricultural industry and the rural economy, so as to provide a better environment and conditions for the implementation of the rural revitalization strategy. How to carry out the cultivation of innovative and entrepreneurial talents in agriculture-related colleges and universities under the background of rural revitalization is an important issue that teachers need to solve urgently. This paper will carry out an in-depth exploration around this issue, hoping to be of great benefit to teachers.

I. The logic of cultivating innovative and entrepreneurial talents in agriculture-related colleges and universities under the background of rural revitalization

First of all, rural revitalization is a national strategy aimed at solving problems such as unbalanced rural development, low agricultural modernization, and weak growth of farmers' income. The implementation of this strategy requires the support of a large number of talents. As an important base for personnel training, agriculture-related colleges and universities should assume this responsibility. Secondly, the ability of innovation and entrepreneurship is a necessary quality for students in agriculture-related colleges and universities. In the process of rural revitalization, we need not only technical talents, but also talents with innovative consciousness and entrepreneurial ability. By cultivating students' innovative thinking, entrepreneurial skills and practical abilities, new vitality can be injected into rural economic development and the process of agricultural modernization can be promoted. Thirdly, the cultivation of innovative and entrepreneurial talents in agriculture-related colleges and universities has the significance of sustainable development. In the process of personnel training, paying attention to the concepts of ecological environmental protection and resource conservation can promote the sustainable development of agriculture. At the same time, by guiding students to participate in rural innovation and entrepreneurship projects, the projects can be promoted to take root and provide lasting development momentum for the rural economy. Finally, the cultivation of innovative and entrepreneurial talents in agriculture-related colleges and universities has extensive social benefits. By cultivating talents with innovative consciousness and entrepreneurial ability, more job opportunities can be provided for rural areas and farmers' income can be increased and they can become rich. At the same time, these talents can also contribute to the development of rural cultural construction, education and medical care, and promote social progress in rural areas. In other words, the cultivation of innovative and entrepreneurial talents in agriculture-related colleges and universities has an important logic in the context of rural revitalization. In order to better train such talents, we need to deepen the reform of education and teaching, strengthen the construction of teachers, optimize the curriculum, pay attention to practical links, and encourage students to participate in innovation and entrepreneurship projects to contribute to rural revitalization.

II. Analysis of the dilemma of training innovative and entrepreneurial talents in agriculture-related colleges and universities under the background of rural revitalization

First, there is a deviation between the goal of cultivating innovative and entrepreneurial talents in agriculture-related colleges and universities and the market demand. Under the existing education system, agriculture-related colleges and universities often pay attention to the teaching of theoretical knowledge, but neglect the cultivation of practical ability and innovative spirit. However, in the process of rural revitalization, the industrialization of agriculture and the development of rural economy need a large number of talents with innovative consciousness and entrepreneurial ability. This deviation between the goal and the market demand leads to the lack of competitiveness of graduates from agriculture-related colleges and universities in the job market, and it is difficult to meet the needs of rural revitalization.

Second, there is a shortage of teachers to train innovative and entrepreneurial talents in agriculture-related colleges and universities. Due to the strong professionalism and technicality of the agricultural field, agriculture-related colleges and universities have high requirements on the professional quality and skill level of teachers. However, at present, there are few teachers in agriculture-related colleges and universities with innovative consciousness and entrepreneurial ability, which is difficult to meet the needs of personnel training. In addition, teachers in agriculture-related colleges often lack practical experience and understanding of enterprise operation and management, leading to shortcomings in cultivating students' practical ability and innovative spirit.

Third, the curriculum system for cultivating innovative and entrepreneurial talents in agriculture-related colleges is not perfect enough. At present, the curriculum of agriculture-related colleges and universities tends to focus on traditional agriculture, while the curriculum of modern agriculture, rural tourism, rural e-commerce and other emerging industries lags behind. At the same time, in the course structure of agriculture-related colleges and universities, they often pay attention to the transfer of theoretical knowledge, but neglect the practical courses and practical teaching links. The imperfection of this curriculum system leads to the lack of practical ability and innovative spirit of students, which is difficult to meet the needs of rural revitalization.

Fourth, the practice platform for cultivating innovative and entrepreneurial talents in agriculture-related colleges and universities is insufficient. Practice is an important link to cultivate students' practical ability and innovative spirit. However, at present, there are deficiencies in the construction of practice platforms in agriculture-related colleges and universities, and it is difficult to meet the practical needs of students. In addition, the cooperation mechanism between agriculture-related colleges and enterprises and scientific research institutions is not perfect enough, which makes it difficult for students to access real projects and practical opportunities.

III. Countermeasures for cultivating innovative and entrepreneurial talents in agriculture-related colleges and universities under the background of rural revitalization

1. Improving the concept of mass entrepreneurship and innovation education

In order to implement the rural revitalization strategy, agriculture-related colleges and universities should adopt advanced concepts and change their teaching thinking before formulating and implementing the training plan for innovation and entrepreneurship talents, so as to cultivate outstanding talents in line with agricultural development under the drive of modern teaching ideas. Based on this, colleges and universities should first impart the teaching concept and rely on advanced theoretical knowledge to innovate the training mode of talents, so that the cultivated agricultural talents can adapt to the social development trend. To be specific, teachers should explain the mass creation knowledge and entrepreneurial skills to students according to the specific needs of the rural revitalization strategy. In this process, they should give full play to the principal position of students, meet their interests and hobbies, and show their work advantages, so that the teaching mode can adapt to the development of students' ability and improve the quality of agricultural talents training. In order to further improve the teaching quality of innovation and entrepreneurship, it is necessary for the leaders and teachers of agriculture-related colleges and universities to innovate teaching methods and reconstruct teaching models on the basis of advanced concepts, so as to provide students with high-quality teaching services. Teachers can introduce advanced technology and equipment to assist the implementation of innovation and entrepreneurship education, or directly introduce inquiry teaching method, situational teaching method and other teaching methods to innovate agricultural innovation and entrepreneurship personnel training mode, deepen students' thinking and exploration of agricultural issues, and finally mobilize students' subjective initiative and attract them to participate in classroom learning. In addition, teachers should not only pay attention to theoretical teaching, but also actively carry out practical activities, and combine students' practical level and entrepreneurial ability to develop innovative forms of practical activities, so as to encourage students to improve their practical skills in practical activities related to agricultural development. In the teaching process, teachers should provide students with opportunities and platforms for innovative practice or independent exploration, so that they can internalize agricultural knowledge and enrich practical experience in practical activities.

2. Strengthen the construction of online resources

With the further development of education informatization, agriculture-related colleges and universities need rich and high-quality teaching resources to carry out innovation and entrepreneurship education. To this end, teachers can use various online platforms to integrate teaching resources, which can ultimately improve the cultivation of agricultural talents and promote the strategy of rural revitalization. Specifically speaking, teachers can use digital technology to innovate the presentation of teaching content, create a simulated agricultural teaching environment combined with the production environment and work flow of agricultural enterprises, and construct agricultural curriculum resources, so as to eliminate agricultural talent training information islands, and edit and produce various online teaching

resources. In this process, it should be noted that teachers should sort out and summarize teaching resources and open access rights to students, so as to ensure the efficient use of teaching resources. In order to give full play to the application value of network resources, teachers should set learning tasks for students and encourage them to solve agricultural development problems by combining existing knowledge and practical experience, so as to cultivate their practical ability. In order to improve the utilization rate of network resources, teachers can also divide it into teaching cases, teaching courseware, typical cases, exam exercises, graphic materials and other content, so as to facilitate the follow-up innovation of agricultural talent sample mode.

3. Improve the curriculum system of mass innovation and innovation

As an important base for talents output, agriculture-related colleges and universities must keep up with The Times and incorporate innovation and entrepreneurship education into their curriculum system to cultivate students' innovative thinking and entrepreneurial ability. This is not just a simple career planning, but a more comprehensive educational concept aimed at improving students' comprehensive quality and expanding their space for future development. In the process of restructuring the curriculum system, colleges and universities need to formulate detailed training goals and talent training programs to ensure that innovation and entrepreneurship education runs through the entire education process. This includes including innovation and entrepreneurship courses into public compulsory credit courses, so as to attract enough attention from students. At the same time, the course content should be closely linked to agricultural development trends, and through the introduction of typical agricultural enterprise practice cases, students can better understand and apply the agricultural knowledge and skills they have learned. In order to improve the teaching effect, agriculture-related colleges and universities should actively explore online teaching resources and deeply integrate theoretical teaching with online resources. This can not only enrich students' learning resources, but also improve their learning efficiency. Through the online platform, students can access the latest innovation and entrepreneurship information, learning materials and course videos anytime and anywhere, so as to better expand their vision and knowledge. In other words, agriculture-related colleges and universities need to actively respond to national policies, take cultivating students' innovation awareness and entrepreneurial ability as the starting point, constantly optimize the curriculum system and teaching methods, and build a more complete innovation and entrepreneurship education system by incorporating innovation and entrepreneurship courses into public compulsory credit courses, introducing typical practice cases, integrating online teaching resources and other measures.

4. Building a team of innovation and entrepreneurship teachers

In order to ensure the smooth implementation of entrepreneurship and innovation education in agriculture-related colleges and universities, it is necessary for colleges and universities to improve the construction of teaching staff. It is not only necessary to build on-campus entrepreneurship and innovation education teachers, but also to establish off-campus guidance teachers, so as to realize the effective integration of theory and practice in both ways, and guide students to find employment or start businesses. First, agricultural colleges and universities should organize innovation and entrepreneurship teachers to carry out systematic training, so as to enlighten their teaching thinking and improve their knowledge system. For example, colleges and universities can use winter and summer vacation to hire professional entrepreneurship guidance staff from outside to carry out entrepreneurship and innovation training, aiming to teach students entrepreneurship and innovation skills, or they can also connect with enterprises to provide teachers with opportunities for temporary practical training, and finally promote them to closely combine theoretical knowledge of innovation and entrepreneurship with practical training, and constantly improve their teaching ability. In addition, agriculture-related colleges and universities can integrate the index of entrepreneurship and innovation education into the performance assessment or professional title evaluation of teachers, so as to promote the promotion of teachers' professional titles. Second, teachers should gradually form a sense of lifelong learning and actively learn more advanced teaching methods and concepts, so as to enhance teaching effectiveness and stimulate students' learning interest and motivation with the help of case teaching method, task-driven method, project teaching method, role playing method and self-training method, and finally achieve good results in innovation and entrepreneurship education.

Epilogue:

All in all, under the social background of the new era, the leaders and teachers of agriculture-related colleges and universities can explore suitable opportunities and practical paths for cultivating innovative and entrepreneurial talents from the perspective of rural revitalization strategy, so as to promote the all-round development of students. Based on this, colleges and universities can take measures such as optimizing the concept of entrepreneurship and innovation education, strengthening the construction of network resources, improving the curriculum system of entrepreneurship and innovation, and building a team of entrepreneurship and innovation teachers to cultivate agricultural talents with innovative consciousness and entrepreneurial ability.

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