



SCIREA Journal of Education

<http://www.scirea.org/journal/Education>

December 11, 2022

Volume 7, Issue 6, December 2022

<https://doi.org/10.54647/education88390>

## **Research on the talent training model of local universities under the background of the strategy of rural revitalization**

Shengtian Jin<sup>1,\*</sup>, Jieyu Zhang<sup>2</sup>

<sup>1</sup> School of Finance, Anhui University of Finance & Economics, Bengbu 233000, China;

<sup>2</sup> Institute of Statistics and Applied Mathematics, Anhui University of Finance & Economics, Bengbu 233000, China;

\*Corresponding author: [1163537908@qq.com](mailto:1163537908@qq.com)

### **Abstract**

The strategy of rural revitalization is a major strategic layout of the country for the development of agriculture, rural areas and farmers. In order to ensure the smooth implementation of the strategic objectives, high-quality talent reserves are essential. Under the background of the strategy of rural revitalization, this paper studies the current talent training mode of local universities, points out the problems existing in the current talent training of local universities, and puts forward the development countermeasures of the talent training mode of colleges and universities under the background of rural revitalization.

**Keywords:** Rural revitalization; Local universities; Personnel training

## Introduction

Since the industrial revolution, China's rapid economic development and urbanization have accelerated, and a large number of people have shifted from rural to urban areas, resulting in the emergence of "hollow villages and arable land deserts", which to a certain extent restricts the development of rural agriculture. To this end, on October 18, 2017, the report of the 19th National Congress of the Communist Party of China put forward the strategy of rural revitalization for the first time, pointing out that the problem of agricultural farmers is a fundamental problem related to the national economy and the people's livelihood, and we must always take the solution of the "three rural issues" as the top priority of the whole party's work, and implement the strategy of rural revitalization. On January 2, 2018, the Central Document No. 1 of 2018 made a comprehensive deployment for the implementation of the rural revitalization strategy, which is an inevitable requirement for solving the contradiction between the people's growing need for a better life and unbalanced and inadequate development, an inevitable requirement for achieving the "two centenary goals", and an inevitable requirement for achieving common prosperity for all the people. The support of talents is indispensable for rural revitalization. In recent years, local universities have gradually slowed down their growth rate and focused on improving the quality of talent cultivation. The implementation of rural strategy brings new opportunities and challenges for the development of local universities. In this context, it is important for local universities to grasp the opportunity to improve rural basic education by effectively playing their characteristics, which is important for cultivating talents to serve local economic development and boosting rural revitalization strategy.

Talent cultivation is the focus of rural strategy development and a hot spot for academic research. For example, An et al. (2020) argue that talent training plays a key role in the implementation of rural revitalization strategy. As an important part of China's higher education, local universities have strong positive externalities to local economic development and social development, making important contributions to local talent training and economic development, and playing a driving role in the process of rural revitalization strategy (Ran, 2019; Zhang, 2022). Based on this, talent cultivation in local universities has become a hot spot for most scholars in China (Chen et al., 2019; Dang et al., 2020; Xie et al., 2021). Sun (2020) takes Guangdong Science and Technology Vocational College as an example to study the training mode of agriculture-related higher vocational talents under the rural revitalization strategy. Guo (2020) carefully explored the innovative talent cultivation mode of higher

education sports under the rural revitalization strategy. Bai (2021) pointed out the significance of college talent cultivation to rural revitalization strategy and explored the college talent cultivation mode under rural revitalization strategy. Yin (2021) analyzed the talent demand for the implementation of rural revitalization strategy, the problems in college talent cultivation under the background of rural revitalization strategy, and explored the college talent cultivation mode based on the talent demand for the implementation of rural revitalization strategy.

In summary, the existing research mainly focuses on the fact that the resources of local universities mainly depend on the support of local government and society, and the goal of their talent cultivation should be to meet the needs of regional social development, which can promote both social and economic development as well as the institutions' own development. This lays a solid theoretical and practical foundation for this study. However, the current implementation time of rural revitalization strategy is relatively short, and the research on rural talent cultivation in local universities is not deep enough. Based on this, this paper takes the study of talent cultivation model of local universities under the strategy of rural revitalization as the topic, aiming to deeply summarize the reform exploration and effectiveness of talent cultivation model of local universities under the background of rural revitalization strategy, and point out the shortcomings of current talent cultivation of local colleges and universities. On this basis, we further explore the reform measures of talent cultivation type objectives and cultivation mode of local universities in the context of rural revitalization strategy.

## **Deficiencies of the talent cultivation model of local universities for rural revitalization**

### **(1) Scarcity of professions to support rural revitalization**

The essence of rural revitalization is to develop the countryside, and economic development is the foundation, as well as life, culture, education, organization, etc. The development of rural economy requires professional related talents who understand agriculture and rural areas and farmers. Therefore, in order to support rural revitalization, additional majors related to agriculture and rural areas should be established, such as urban and rural planning majors, intelligent agriculture majors, rural economic development majors, etc.

### **(2) Insufficient professionalism of rural finance courses**

Rural finance is the key content of finance development under the background of rural revitalization strategy. Although some universities offer special zones in rural finance disciplines, they do not pay sufficient attention to rural investment, do not actually organize research teams and conduct corresponding academic research, and do not offer corresponding courses and train them, resulting in finance students having only a vague concept of rural finance.

### (3) Insufficient teachers in the rural and agricultural direction

Teachers are the guides between students and frontier science and culture, and the level of teachers' teaching ability is crucial to students. However, most teachers of rural and agricultural direction in universities are trained under the traditional education system with background of economic management disciplines, and lack the knowledge base of learning rural and agriculture in the context of rural revitalization strategy, resulting in slow improvement of teachers' teaching ability in rural and agricultural courses. Therefore, it should be sufficient to train teachers of rural and agricultural courses, encourage teachers of related majors to take the initiative to learn, organize training, and form platform cooperation with rural enterprises and others to improve teachers' teaching level, and then teachers will lead and inspire professional students to take the initiative to learn.

### (4) The main body of rural talent cultivation is too homogeneous

The main body of rural talents training is only the school. On the one hand, the school lacks sufficient openness, which makes the talents training disconnected from rural development, and the knowledge imparted deviates from the actual rural development needs; students only have basic professional theoretical knowledge and professional skills, but do not understand the actual situation of rural and agricultural development, resulting in the theory being detached from the reality, so that they cannot carry out rural and agricultural development work; on the other hand, the single mode of talent training will also lack the supply of resources from other fields for talent training, and can only cultivate single-ability talents, which cannot meet the needs of diversified rural development.

### (5). Practical teaching is too formal

With the lack of technical and high-quality applied talents in the country, local universities have to passively increase practical teaching, but the reality is that this practical classroom is too formal and still retains the traditional concept of emphasizing theory over practice. On the one hand, due to the lack of teachers with practical experience, the research directions of

many college teachers are less practical and are only used for publishing papers and academic research. On the other hand, some universities have limited resources and lack professional laboratories and other venues for practical teaching, thus leading to the cultivation of students who lack practical operation ability, the ability to play on the spot and the ability to adapt to the environment, which is not conducive to the needs of rural revitalization development.

## **Suggestions for talent cultivation mode of local universities**

### **(1) Create additional majors related to supporting rural revitalization**

Rural revitalization strategy is a big national strategy, which needs a lot of agricultural and rural talents to support the construction of the countryside. In order to support rural development, some specialties related to rural planning should be opened, such as urban and rural planning. In the future, industrial revitalization will gradually promote the realization of agricultural modernization, and smart agriculture will be a more intuitive manifestation of agricultural modernization, which contains more things, both at the technical level and at the level of agricultural industry, and composite talents, so a major in smart agriculture should be added to promote the rapid development of agriculture. The essence of rural revitalization is to develop the countryside, and economic development is the foundation, as well as life, culture, education, organization, etc. A major in rural economic development should be added to cultivate professional related talents who understand the countryside, agriculture and farmers, so as to promote rural economic development.

### **(2) Optimize rural finance curriculum system**

The rural revitalization strategy puts forward higher requirements on the quality and ability of financial talents, which not only requires talents to have solid financial theoretical knowledge, but also the ability to collect data, analyze data, apply data and mine data. Therefore, the corresponding curriculum system should be constantly optimized, highlighting the cross-fertilization between finance and rural economy, urban and rural planning, resources and environment, econometrics and other disciplines; highlighting the integration of traditional financial knowledge and rural development, and enhancing students' ability to screen information, analyze information and apply information comprehensively.

### **(3) Enhance faculty strength and build a rural revitalization research team**

Universities should recruit more doctoral students in urban and rural planning, rural economy,

rural finance and other fields, and form excellent teaching teams. An excellent faculty team can not only cultivate high-quality talents for rural revitalization, but also attract more foreign talents. Meanwhile, since universities not only undertake teaching work but also academic research work, college teachers should not only teach students theoretical knowledge but also engage in scientific research to promote the development of China's scientific career. Therefore, leaders engaged in rural revitalization-related research should take the lead to form a rural revitalization research team, encourage teachers to actively declare relevant topics, engage in academic research in the field of rural revitalization, and produce abundant and high-quality academic results. And by attracting graduate students, and even excellent undergraduates, into the research team, collaborative education can mobilize students' academic enthusiasm and increase their understanding of the fields involved in rural revitalization, so that they can better learn the corresponding knowledge and work on rural development after graduation.

#### (4) Implementing joint cultivation mechanism between schools and enterprises

Rural revitalization often requires a large number of enterprises to enter the countryside and promote the development of agricultural industries, and in the process of agricultural industry development, talents are indispensable. Therefore, joint cultivation by schools and enterprises, with the dual guarantee of enterprise funds and university teachers' power, will produce a mutual promotion effect and avoid the inability of talent cultivation and new rural construction. Therefore, schools and enterprises should establish a good cooperative relationship to give full play to the synergy effect and add help to rural revitalization. Specifically, it should set clear talent cultivation goals in combination with the demand of agricultural industry talents, and determine the talent cultivation program under the discussion of both parties, and implement it in an organized and regular manner. Among them, universities are responsible for teaching theoretical knowledge, and enterprises are responsible for establishing practical training bases to promote students to apply theoretical knowledge in practice, so that they can better engage in agricultural and rural work after graduation and promote rural revitalization.

#### (5) Enhancing innovative practical ability

Firstly, universities should further strengthen students' practical skills and innovation ability on the basis of paying attention to students' theoretical knowledge learning, incorporate practical courses into normal education, examine them regularly and take up a certain percentage of credits, and hold more competitions about innovation to improve students'

participation. Secondly, universities should increase relevant courses that are conducive to students' formulation of employment plans and understanding of career positions, simulate job interviews and work sessions, provide students with employment guidance as part of the curriculum, make students understand industry development, job requirements and job content in advance, and promote graduates' full employment, and for graduates who have not yet clarified their job intentions, they should be encouraged to "employment first, then choose a career".Next, colleges and universities should enhance students' physical quality training to promote their physical and mental health, for example, set the total length of running per student per semester, conduct physical test regularly and include it as the total grade of physical education class. Finally, universities should increase professional laboratories, professional teaching training fields and other teaching facilities for cultivating students' practical and innovative abilities, pay attention to the guidance of students' practical operations, and better adapt to the diversified teaching mode.

## **Conclusion**

The reform of talent cultivation mode of universities is the need of national development, the need of serving the society and the need of students to improve their comprehensive ability. In the context of rural revitalization strategy, promoting economic development and making technological breakthroughs require high-quality talents, which requires local universities to deepen the reform of education mode and implement to improve the efficiency of talent cultivation. Each place has its own characteristics, local universities should seize their own advantages, develop suitable talent cultivation mode. On the basis of adhering to the people-oriented approach, the teaching objectives, curriculum system and teaching methods will be adjusted accordingly according to the needs of local development. At the same time, it is also necessary to improve the faculty, increase investment in hardware facilities, create quality teaching while ensuring a good environment, and improve the quality of teaching as a whole.

## **Acknowledgments**

This study was supported by School-level Undergraduate Quality Project of Anhui University of Finance and Economics(No. acszjyyb2021070).

## References

- [1] An, Y. H., Xu, L. L., & Zhu, Y. (2020). Exploring the talent demand of the implementation of rural revitalization strategy and the talent cultivation mode of colleges and universities. *PR World*, 28(22):9-10.
- [2] Bai, G. W. (2021). Exploring the talent cultivation mode of colleges and universities under the strategy of rural revitalization. *Shanxi Agricultural Economics*, 39(16): 144-145.
- [3] Chen, Z. F., Chen, D. L., & Peng, B. F. (2019). The construction of guarantee system for talent cultivation in local universities under the background of "collaborative innovation". *Journal of Higher Education*, 5(19): 25-28.
- [4] Dang, F. L. (2020). Investigation on the coordination of talent cultivation in local universities and regional industries--Taking Inner Mongolia region as an example. *Inner Mongolia Education*, 69(24): 49-53.
- [5] Guo, Z. X. (2020). The construction of social service system of higher vocational sports in the context of "double-high plan". *Sports Excellence*, 39(11): 60-61+63.
- [6] Ran, N. (2019). Analysis of the problems and countermeasures of talent cultivation mode in local universities in China. *New West*, 20(36):123-124+117.
- [7] Sun, H. F. (2021). Development and innovation of modern apprenticeship system under the new situation: an example of pilot majors in Guangdong Science and Technology Vocational College of the Ministry of Education. *Journal of Higher Education*, 7(28): 50-54.
- [8] Xie, L. W. (2021). The role, dilemma and way out of MU in talent cultivation of local universities: the case of intellectual property majors. *Journal of Guangxi College of Education*, 36(04): 126-129.
- [9] Yin, X. 2021. Research on talent demand and talent training mode of universities for the implementation of rural revitalization strategy. *China Industry and Economy*, (06): 61-62.
- [10] Zhang, Q. M. (2022). Research on the quality of talent training in private universities from the perspective of local economic growth. *Business Development Economics*, 4(14): 125-128.