

Research on the Cultivation Path of High Quality Farmers

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Abstract

The cultivation of high-quality farmers is the key to promoting the revitalization of rural talents. Through the shortcomings of rural human capital, it is proposed that high-quality farmers are important human capital in rural areas. On the basis of summarizing the guidance theory of high-quality farmer cultivation, drawing on the successful experience of professional farmer cultivation in developed countries, exploring the "four three two one" high-quality farmer cultivation path that fits the local demands, that is, the "four in one", and optimizing vocational training System; "Three Educations Synergy" to build a multi-level agricultural education system; "Two drives together" to improve the quality of community education; "A game of chess" to build a lifelong education "overpass" to promote life-long learning and other multi-integrated high-quality farmer cultivation paths.

Key words: Rural revitalization; High-quality farmers; Lifelong learning; Cultivation path; Research

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The rural revitalization strategy is the overall starting point for solving the "three rural" issues in the new era. The revitalization of industry, talents, culture, ecology, and organization is the goal of implementing the rural

revitalization strategy. In the implementation of the rural revitalization strategy, farmers are the main body, and high-quality farmers constitute an important part of my country's rural human capital and are also the main force to promote rural revitalization. In 2018, the No. 1 Central Document put forward the viewpoint of "strengthening talent support for rural revitalization" and "vigorously cultivate new professional farmers", emphasizing the role of new professional farmers in supporting talents in the implementation of the "rural revitalization strategy". The National Report on the Development of High-Quality Farmers in 2019 deeply analyzes the positive impact of education and training and other factors on the cultivation and development of high-quality farmers, and affirms that high-quality farmers are actively playing a leading role in radiation¹. In 2020, the No.1 Central Document puts forward the concepts of "cultivating more talents who know and love agriculture and take root in rural areas" and "accelerate the construction of a high-quality farmer training system", re-emphasizing the value of high-quality farmers. Throughout our country's policy documents on farmers, professional farmers, and high-quality farmers since the founding of New China, high-quality farmers have experienced the development process of farmers—professional farmers—new farmers—new professional farmers—high-quality farmers. Behind the changes reflect the continuous expansion and enrichment of farmers' connotation. Based on the original concept, farmers are given higher quality requirements. In February 2021, the "Opinions on Accelerating the Rejuvenation of Rural Talents" proposed "cultivating high-quality peasants", taking high-quality peasants as an important human resource for rural rejuvenation, and putting rural human capital development in the first place.

¹ Department of Science, Technology and education, Ministry of Agriculture and rural areas & Central Agricultural Radio and television school (2019/10). *2019 National High-Quality Farmers Development Report*. Retrieved from <http://www.rmlt.com.cn/2019/1031/560523.shtml>

1. HIGH-QUALITY FARMERS ARE IMPORTANT HUMAN CAPITAL IN RURAL AREAS

Farmers constitute an important part of my country's rural human capital, and the quality of farmers directly affects the rural human capital structure and industrial structure. Rural revitalization still faces shortcomings in human capital.

1.1 Rural Revitalization Faces Shortcomings in Human Capital

According to statistics and surveys, my country's rural areas still face the "shortcomings" of human capital and the imbalance in the development of the three major industries. According to the statistical data analysis of the Jinyun County Statistics Bureau, combined with the survey of agricultural producers and operators, as of the end of 2018, the total registered population of Jinyun County was 470,000, of which the urban residents accounted for 21,600, and the rural population (including long-term rural residents and migrant workers) Population) accounted for 55.19% of the total. The county's human capital still faces problems such as low quality, irrational structure, and insufficient reserve of rural labor (See Table 1 for details). It is mainly reflected in the following aspects: Firstly, the quality of rural labor is generally low. Less than 10% have a college degree or above, and about 70% of the producers and operators have only received junior high school and elementary school education. Secondly, the phenomenon of "aging" of agricultural producers and operators is serious. Approximately 20% of the rural population is over 60 years old, and 35.6% of agricultural production employees are over 55 years old. The phenomenon of "aging" of rural employees is serious. The third is the serious shortage of human resources reserve. Agricultural workers aged 30 and below account for less than 17%. The phenomenon of "successor shortage" in agricultural production is also serious.

Table 1
The structure of farmers engaged in production and management in Jinyun County

Index	Types	Percentage
Farmers' age	Below 30	16.73%
	30-50	45.67%
	Above 55	37.60%
Education level	College degree and above	9.56%
	High School degree	13.39%
	Junior high school degree	38.26%
	Primary school degree and below	34.78%

The structure and quality of rural human capital directly affects the quality of rural human capital and

industrial structure. The statistical analysis and survey found that the three major industries in Jinyun County accounted for the county's gross product (GDP) (see Figure 1). By the end of 2018, the three major industries unbalanced development is obvious. The foundation of the primary industry is weak. Most of the agricultural production follows the traditional "family" and "small-sized" farming methods, land circulation is scarce, and the level of specialization, scale, intensive, and modernization is low. The secondary industry is not closely linked to agriculture and the service industry, and the conversion rate of agricultural products is not high and the added value is low. The tertiary industry is underdeveloped. The integration of the three major industries is blunt and low-level. Rural revitalization urgently needs to break the bottleneck of human capital.

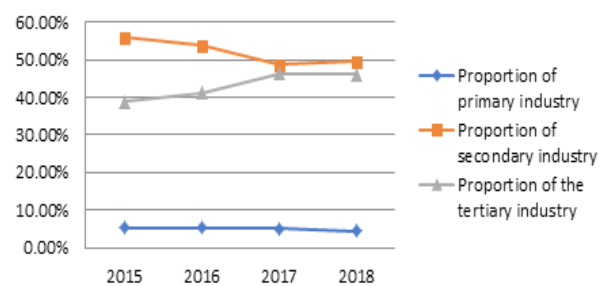


Figure 1
Jinyun County's three major industries accounted for the proportion of total GDP
 Source: Jinyun County Statistics Bureau.

1.2 High-Quality Farmers Provide Support on Talent for Rural Revitalization

"The countryside is a regional complex with natural, social, and economic characteristics, and it has multiple functions such as production, life, ecology, and culture. It promotes mutual advancement and coexistence with towns, and together constitutes the main space for human activities²". Villages Revitalization is based on respecting the natural, historical, and humanistic attributes of the countryside, and fully considers the multiple functions of the country's production, life, ecology, culture, and economy. It not only retains the original spiritual core and historical features of the countryside, but also enriches it in line with the times. Significant ideological and moral requirements make the countryside more connotative, quality and characteristic, and move towards the comprehensive revitalization of industry, talents, culture, ecology, organization, etc. Therefore, rural revitalization requires the survival wisdom of "respect for nature, cherish things we have, and enjoy peace." It requires the ecological concept of "treating, respecting, and awe

² State Council of the Central Committee of the Communist Party of China (2018/09). *Rural revitalization strategic plan (2018-2022)*. Retrieved from http://www.gov.cn/zhengce/2018-09/26/content_5325534.

of nature” and the sense of responsibility and mission of loving agriculture and rural areas and serving the construction of local communities. “Rural revitalization, talents are the key (Zhang & Zhang, 2019, April)”, farmers are the main part, and high-quality farmers are an important human resource for implementing the rural revitalization strategy.

Explore the cultivation path of high-quality farmers, and cultivate farmers to “have a high sense of social responsibility, good professional ethics, high scientific and cultural literacy and self-development ability, master modern agricultural production, management, management, service and other advanced knowledge and advanced technology, and be able to engage in Specialized, standardized, large-scale agricultural production and management, high-quality farmers who love the countryside, understand technology, and are good at management”³. Not only “has cultural technology”, “capable of production and operation”, “consider e-commerce finance”, “good management and sales”, and has the feelings of “agriculture, rural areas and farmers”, possesses “good professional ethics” and “awareness of social responsibility”, and understands “self A strong team for development can establish links between fields and scientific research, farmers and cooperatives, agricultural products and networks, brands and ecology, cities and villages, and primary, secondary and tertiary industries, etc., and become a ”labour with higher competence and quality in human resources”⁴.

It can be seen that cultivating high-quality farmers is the key to strengthening the revitalization of rural talents.

2. OVERVIEW OF THE THEORETICAL GUIDANCE FRAMEWORK

2.1 Human Capital Theory

The theory of human capital originated from the study of economics. In the 1960s, American economist Schultz (T. W. Schultz) put forward the theory of human capital, pointing out that education and training are an important way to promote human capital and directly promote the continuous improvement of material capital. Renewal and development (Schultz, 1961, pp.1-17), and affirmed the value of on-the-job training, elementary secondary and higher education, agricultural technology promotion

³ General Office of Village Department of Agriculturist & General Office of the Ministry of Education(2019/06).*Notice on Doing a Good Job in Expanding Enrollment in Higher Vocational Education and Training High-Quality Farmers*. Retrieved from https://www.sohu.com/a/323148040_776128

⁴ State council of the central committee of the communist party of China (2010/06). *Outline of the national medium and long-term talent development plan (2010-2020)*. Retrieved from http://www.gov.cn/jrzq/2010-06/06/content_1621777.htm

projects and other education and training in “Human Capital Investment” (Wu, 1990, pp.9-10). Gary Becker analyzed the cost and benefits of on-the-job training in Human Capital, emphasized the important role of education and training in the formation of human capital, and pointed out that education can increase the accumulation of human capital and improve people’s knowledge, skills, and health.

2.2 The Theory of Lifelong Education

Quality is a comprehensive manifestation of a person’s knowledge, skills, abilities, values, etc. It has accumulation, potential and development, and can be developed and improved through the positive influence of education and learning. From the perspective of a person’s growth, it is found that “it is not enough to provide regular adult education for all adults on a regular basis, but also for the purpose of learning growth and personality building (Wu, 1990, pp.9-10)”. Improving the quality of farmers emphasizes that everyone needs to have the opportunity to develop themselves, that is, to have a process of lifelong learning. Through continuous learning, farmers can extend and expand their learning so that they can continuously accept new knowledge, upgrade new skills and update ideas, thereby improving production and operation efficiency, management and sales capabilities, and the ability to respond to various crises and challenges. Adapt to the needs of the times of continuous advancement and change in knowledge and technology through lifelong learning.

2.3 The Theory of Community Education

Community education is “a social educational activity and process to achieve the improvement of the quality and quality of life of all members of the community and the development of the community (Li, 2007, pp.5-12, 48)”. Community education plays an important role in the implementation of lifelong education and has unique irreplaceable functions. Community education concepts, educational goals, educational mechanisms, educational content, and teaching methods are organically integrated with society and deeply integrated with community development. “It has an inclusive and dynamic development that promotes the comprehensive development of community members (Ye, 2009)”, and farmers Quality improvement is inherently connected (see Table 2), and can provide community members with diverse and developmental educational guidance to meet the challenges of the times. Therefore, community education has the mission and responsibility of serving social and economic development and integrating into the country’s major strategies, and is an important carrier for cultivating high-quality farmers.

It can be seen that the diversified integration of skills training, school education, community education, and farmers’ lifelong learning consciousness are important

ways to improve the quality of farmers and form high-quality human capital. Researching and exploring the cultivation path of high-quality farmers that meets the characteristics of the times and the demands of local agricultural economic development is a key measure to promote the revitalization of rural talents.

Table 2
The internal connection between community education and the cultivation of high-quality farmers

Related factors	Details
Education concept	Carrying the concept of lifelong education
Educational goals	To improve the quality and quality of life of community members, and promote community development as the educational goal.
Educational mechanisms	The collection, coordination and interaction of various educational resources in the community
Educational content	Covers professional knowledge, specialized skills, traditional culture, values, etc.
education method	Flexible and multiple, education and training, practical experience, leisure and entertainment, and education and learning integrated into production, life and labour practice

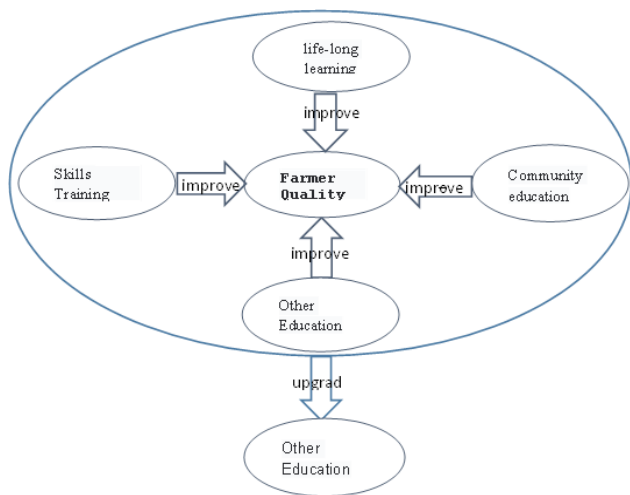


Figure 2
Theoretical guidance framework for cultivating high-quality farmers

3. EXPERIENCE IN CULTIVATING HIGH-QUALITY FARMERS IN DEVELOPED COUNTRIES

Some experience in fostering professional farmers in developed countries such as the United States, Germany, Japan, and France is worth learning.

The United States is the first country to achieve agricultural modernization. It attaches great importance to the construction of agricultural education and farmer cultivation system. Through the establishment of a “triad” professional farmer training model integrating education,

training, scientific research, and promotion, the purpose is to cultivate modern professional farmers with international competitiveness (Cai & Yan, 2014)”, and continue to adjust and improve the agricultural science and education system.

Germany is a country of strong agricultural, and the “dual system” and “qualification certificate system” are the representative professional farmer training models in Germany. Dual system education is a vocational education model that “combines theory and practice” to develop skilled talents. It combines school theoretical learning and corporate practice (Liu, 2018, pp.64-66) to help farmers internalize theoretical knowledge and improve productivity in practical experience. The qualification certificate system will strictly and standardize the agricultural qualifications in the future. The agricultural work of farmers will be classified and stratified according to their actual levels. Different levels represent different skill levels and qualifications. Farmers need to pass the corresponding agricultural vocational education and pass the completion examination to obtain Corresponding skills qualification certificate and practice certificate (Chu, Zhang, & Xu, 2013, pp.132-133).

Japan is a country with a well-developed degree of agricultural automation, and has passed legislation to protect the agricultural education system. Japan’s farmer training system has a distinct level. Through the Ministry of Education, Culture, Sports, Science and Technology, the Ministry of Agriculture and Fisheries, the Agricultural Association and other non-governmental organizations, various levels of agricultural talent training are carried out to cultivate professional farmers; Higher education is incorporated into the agricultural education system (Ni, Wan, & Gong, 2013). The education method focuses on experience, the integration of “production and education”, and closely links agricultural education with the improvement of economic benefits (Fei & Wei, 2018, pp.37-41).

France attaches great importance to farmer education. Through higher agricultural college education, agricultural vocational technical education, farmer retraining education and other channels, different levels of agricultural education are carried out to different objects to cultivate multi-level talents such as agricultural science and technology talents and agricultural specialists. Farmer training Facing all farmers and attaching importance to training effects. Establish a lifelong learning system for farmers, and improve the quality of professional farmers through lifelong learning (Zhang, 2019).

The successful experience of the developed countries in the world such as constructing professional farmer cultivation system, carrying out multi-level and multi-type training, training method integration of production and education, and establishing a farmer lifelong learning system (see Table 3 for details), provides reference for the cultivation of high-quality farmers in my country.

Table 3
Comparison of professional farmers’ training experience in developed countries

Countries	Representative experience
US	Build a professional farmer training system that integrates education, training, scientific research, and promotion
Germany	(1) “Dual system” and “Qualification Certificate System” are representative professional farmer training models in Germany. (2) Focus on the combination of theory and practice; (3) Strict qualifications for farmers
Japan	(1) Legislation guarantees agricultural education, and the agricultural education system is perfect; (2) Multi-sectoral multi-level cultivation of agricultural talents; (3) The cultivation method focuses on experiential education and the integration of “production and education”.
France	(1) Carry out agricultural education through multiple channels and cultivate agricultural talents at multiple levels; (2) Carry out farmer training for all farmers and pay attention to the effect of training; (3) Establish a lifelong learning system for farmers to comprehensively improve the quality of professional farmers.

4. RESEARCH ON THE CULTIVATION PATH OF MULTI-INTEGRATED HIGH-QUALITY FARMERS

Learn from the successful experience of professional farmers in developed countries, combine the current status of China’s rural agricultural economic development and education development, innovate training methods, explore ways to cultivate high-quality farmers that are compatible with local demands, form a “four in one”, and optimize the skills training system ; “Three Educations Synergy”, to build a school agricultural education system; “Two drives together”, to improve the quality of community education and build a life-long education “overpass”, to promote lifelong learning and other multi-integrated high-quality farmers cultivation path.

4.1 Four in One to Optimize the Skill Training System

According to the current situation of local economic development and farmers’ educational needs, respecting local characteristic industry development and rural revitalization needs, top-level training programs are designed, and a “four-in-one” training system covering training objectives, training content, training methods, and training channels is established to clarify training Goals, expand training content, innovate training methods and training methods, establish online and offline hybrid training, make training convenient and smart, and facilitate farmers to learn and improve.

4.1.1 Clarify Training Objectives

The purpose of professional farmer training is to promote industrial development and personal

professional ability improvement (Lu & Wu, 2020). On the basis of research and analysis, fully grasp the training needs of farmers, combine the current situation of local economic development and education development, clarify the training objectives, formulate training plans and implementation plans, and roll out for all farmers, so that each farmer can choose training according to his own needs The content participates in training and learning.

4.1.2 Design Training Content

“The content of professional farmer cultivation should be consistent with the current agricultural production status, and it must closely follow the development of agriculture, so that the farmers participating in the cultivation can adapt to the development of agriculture (Gasparini, 2013, pp.81-84)”. Design tailored to local conditions and local agricultural development resources and characteristic industries are in line with the training content of people.

On the one hand, innovative “production-network integration” training will enable digital empowerment of agricultural development. Aiming at the current problems of agricultural intensification, specialization, organization, and low-scale level, we will carry out targeted network digital technology training to help farmers skilfully use digital technology to obtain network information, expand live broadcast delivery, and integrate into 5G and agricultural development. Thinking, building agricultural-related enterprises (cooperatives) and other capabilities, let “smart agriculture” land and continue to iteratively update. Leading the transformation of agriculture from traditional “family-style” and “small-scale” to modern agriculture such as “farmers + cooperatives (companies, bases)” and digital agriculture, expanding production scale, expanding sales channels, extending the industrial chain, and improving agricultural modernization, Improve agricultural productivity. On the other hand, expand the training of “agricultural, cultural and tourism integration” to promote the integrated development of the three major industries. The integrated development of “agricultural, cultural and tourism” is an important way to promote the integrated development of the three major industries. While enriching the connotation of tourism and inheriting excellent culture, “agricultural tourism” also focuses on popularity, stimulates rural vitality, and promotes the revitalization of “special economy” and “tourism economy” in rural areas. Ecological resources, red resources in old revolutionary areas, and intangible cultural resources provide space for the development of leisure agriculture and creative agriculture, and are also a meeting point for promoting the integration of the three industries. Carefully design the training system for integration of agriculture, culture and tourism, respect local traditions and characteristics, and expand innovative thinking, promote the integrated development

and innovative development of “ecology, red, traditional culture” and other cultures; at the same time, cultivate traditional craft skills talents and traditional culture. Inheritors incorporate traditional handmade products (cloth and weaving) and intangible cultural heritage (such as paper-cutting) into tourism. Featured handmade products rich in traditional cultural elements are both a “selling point” and an economic growth point. While revitalizing the rural economy, it also promotes the inheritance and development of red culture and traditional culture.

4.1.3 Innovative Training Methods

Aiming at the local agricultural leading industries and characteristic industries, construct a “farmland + classroom” “production-education” integrated training method. The production and operation display bases such as “One Village, One Product” and “Smart Agriculture as Park”, which are relatively successful in rural development and management, gather green production concepts and management techniques. Through the design and expansion of practice bases, farmers’ cooperatives, family farms and other “base schools” “It has become an important place for farmers to experience learning and practice simulation. Through the interpretation of agricultural production knowledge and production process and technology display by agricultural production experts such as “local experts” and “Tian Xiucui”, farmers can see, hear, and touch the body and mind. Carry out embodied learning during the experience, deepen the understanding and memory of tacit knowledge and theoretical knowledge, and establish a connection between ecological geographical indications and the quality of “special products”, and improve the protection awareness and cultivation ability of the localised brand.

4.1.4 Broaden Training Channels

Online learning “expands teaching time and space, enhances teaching attractiveness, stimulates students’ enthusiasm and autonomy in learning, and expands the coverage of high-quality educational resources (Ministry of Education, 2015)”. “Internet +” training improves the level of “smart training” and can implement “precise” services. Create an online mode of “flexible learning” through the distance learning salon (Lu & Wu, 2020).

Build an agricultural online learning platform that integrates agricultural production technology, agricultural information, and service consultation, and link it to the “Cloud on Smart Agriculture” national agricultural science and education cloud platform and provincial and municipal agricultural science and technology service platforms. Through online counselling, we can deliver new knowledge, new technology, and new information on agricultural production, so that farmers can grasp the dynamics of agricultural product sales in a timely manner and avoid agricultural production risks; through online counselling, we can solve agricultural production problems and predicaments in a timely manner. Various

online and offline trainings such as “cloud classroom”, “classroom training” and “base training” not only meet the learning requirements of farmers who combine theory and practice, but also broaden learning channels to make learning smart and grounded.

4.2 Three Educations Synergy to Build a School Agricultural Education System

General Secretary Xi Jinping proposed that “we must improve the quality of farmers, cultivate a new type of farmer team, incorporate training young farmers into the national practical talent training plan, and ensure that there are successors in agriculture”⁵. The cultivation of young farmers and potential farmers is the focus of vocational education, and it is also a potential force for cultivating a team of high-quality farmers. Full-time general primary and secondary education is the basis for cultivating agricultural talents and cultivating high-quality farmers. Vocational high schools (technical schools) are the main front for cultivating agricultural specialized technical talents and the key education for cultivating high-quality farmers. It is also a stage of “rapid growth” in vocational skills. Adult academic education is a key stage for farmers to improve their academic qualifications and cultivate leaders in rural revitalization with “skills + academic qualifications”. In line with the current situation of county economic development and education, construct a full-time primary and secondary school education, vocational high school (technical school) education and adult academic education and other “three-in-one” school education system, so that different levels of agricultural education can be carried out at different stages of education, in order to cultivate agriculture The reserve labour force and the high-quality peasant team respect the foundation.

4.2.1 School-Community Cooperation: Promote Farming Culture Into Primary and Secondary School Campuses

Move the agricultural education port forward and integrate farming civilization into the primary and secondary school campuses. Primary and secondary schools cooperate with communities to promote the integration of local teaching materials such as local characteristic culture and agricultural characteristic brands into the campus culture of primary and secondary schools, and promote the incorporation of local culture into the classroom; Jinyun biscuits, paper-cuts and other “intangible heritage experience bases” are used by primary and secondary school students to carry out social practice activities and experiences An important place for local cultural education, allowing elementary and middle school students to personally touch the local traditional culture, personally experience the cultural charm hidden therein, and appreciate the craftsmanship spirit. Cultivate

⁵ Xi Jinping’s “Three Rural Shortcomings” (2016/02). Retrieved from http://www.xinhuanet.com/politics/2016-02/07/c_128709372.htm.

young students to love their hometown, countryside, and traditions, and stimulate the willingness to learn native technology.

4.2.2 Combination of Study, Examination and Guidance: Improve the Quality of Vocational Education

For high school vocational education in the stage of “rapid growth” of vocational skills, innovative ways of educating people that combine “study, examination, and guidance”, strengthen the combination of theoretical knowledge and practice. On the one hand, strictly “theory + skills” double-pass textual research model. Students must complete the theoretical knowledge of agricultural production and agricultural production skills according to the professional requirements according to the teaching plan, and then take the theoretical control, skill test and “double pass” in order to get the vocational qualification certificate and graduation certificate; the skill test can be located in farmland, The test bases, practice bases and other sites will be scored by agricultural experts on site. The second is to carry out personalized practice tracking and guidance services. When the students enter the agricultural enterprise to participate in the practical activities, the agricultural enterprise experts will help guide and follow up the guidance. The practice route is systematically designed so that students’ production skills are “fully utilized” and their weaknesses are “fully exposed” in the process of practice. Teachers will teach students in accordance with their aptitude to make up for the shortcomings of production skills until they fully master production skills.

4.2.3 Integration of Production, Education and Research: To Improve the Level of Adult Education

“Support local colleges and universities and vocational colleges to comprehensively utilize educational and training resources, flexibly set up majors (directions), innovate talent training models, and cultivate specialized talents for rural revitalization”⁶. Local higher vocational colleges and TV universities are the backbone of improving farmers’ academic education and cultivating “academic qualifications + knowledge + skills” talents. Establish a docking mechanism with local governments and relevant agricultural departments to incorporate local talents into the talent training system. On the one hand, through school-enterprise cooperation innovating targeted training models. Both the school and the enterprise jointly determine the professional settings and revise the professional standards and job requirements, a highly integrated professional talent training program, and realize the integration of school and enterprise education (Yang & Wu, 2019, pp.47-52). On the other hand, young farmers

are selected to participate in education to improve their academic qualifications, such as the “One Village One College Student Program” of the Ministry of Education. They not only accept systematic agricultural theoretical knowledge learning, but also participate in relevant social practice and professional training.

At the same time, through enriching teaching methods and innovating teaching methods, designing industry-university-research integration projects, and accomplishing the improvement of academic qualifications under the close collaboration of “production-university-research”. (1) Design “at least one service” projects to promote professional growth. During the academic education period, we designed the “three rural” construction to provide “at least one service” project. On the one hand, it encourages peasant college students to combine their personal expertise and knowledge to enter the fields and agricultural cooperatives as “farmers” to help farmers solve the problem. Practical problems in agricultural production. This is a process of testing knowledge reserves, a high degree of integration of learning and use, and teaching and learning. Classroom teachers for live delivery and delivery of goods integrated with digital technology, instructors for systematic management of smart agricultural parks, and instructors on the conversion of agricultural production waste to organic fertilizers, etc. On the other hand, encourage peasant college students to participate in the construction of learning resources to promote the development of “agriculture, rural areas and farmers”, and create opportunities for peasant college students to reveal key agricultural production technologies and explicit refinement of tacit knowledge. Through service projects, upgrade peasant college students’ awareness of serving the “three rural”, and promote the learning, improvement and development of peasant college students. (2) Design the “Apprenticeship and Art” project to draw inspiration from entrepreneurship. Let peasant college students take the incurable diseases in the “incubation industry” into the campus of agricultural colleges and hillside orchards, visit agricultural experts and farmer masters, and receive guidance and guidance from professors and soil experts at close range, and feel and learn from experts. Of agricultural production skills, experience, and inspiration for entrepreneurship and innovation. (3) Design the “Deep Plowing Agriculture” project and innovate the agricultural development model. “The purpose of education is to stimulate and guide them to develop themselves (State Council of the Central Committee of the Communist Party of China. (2010)”. Encourage farmers and college students to write papers on the ground, and will conduct research in fields and agricultural cooperatives, explore strategies for agricultural production development, stimulate innovative thinking, and innovate new models of agricultural development.

⁶ *Opinions of the Central Committee of the Communist Party of China and the State Council on the Implementation of the Rural Revitalization Strategy* (2018). Retrieved from http://www.farmer.com.cn/zt2018/1hao/t/201802/t20180204_1354953.htm

4.3 Two Rounds of Driving Together to Improve the Quality of Community Education

The rural revitalization strategy has enriched the connotation of community education. While farmers can improve production efficiency and harvest rich material life, they have more desires and expectations for emotional values, conceptual responsibilities, and social service awareness. On the basis of the original community education, further deepen the connotation of community education and optimize the construction of the teaching staff. Improve the quality of community education through the “two rounds” of spiritual value enhancement education and the construction of high-quality teachers.

4.3.1 Sublimate the Spirit of Traditional Culture and Cultivate the Consciousness of “Community”

Taking traditional culture, ecological civilization and other education as the foothold, deeply planting the feelings of “three rural” and upgrading the survival concept of harmony between nature and man, so that farmers have feelings, ability, dignity and pursuit. On the one hand, we will deepen traditional cultural education and cultivate the “three rural feelings.” Excellent traditional culture education is a “featured education” and “Pei Gen” education that serves the community, and it is also a quietly grounded education that deeply planted “local feelings”. With excellent traditional cultures such as “biscuits culture”, “ancient dwelling culture” and “intangible heritage culture” as the carrier and point of integration, the “traditional culture +” education is carried out, and the outlook on life, values and humanistic spirit are integrated into it, revealing the essence of traditional culture and upgrading, Internalize the traditional cultural spirit, cultivate the “three rural feelings”, and transform it into the confidence to actively explore, start a business, make progress, and promote the revitalization of the countryside. On the other hand, deepen the education of ecological civilization and upgrade the survival concept of “the harmony between man and nature”. Ecological civilization education is a kind of “rooted education”, “hot soil education” and “service community education (Wen, 2016, pp.194-203)” related to resource consumption, energy, water resources, population, global order, moral values, human health, and communities. Containing production philosophy, survival wisdom, and moral value awareness, it is conducive to promoting people’s spiritual growth and “realizing the promotion of a person’s personality, the transformation of human nature, that is, helping people become benevolent (Wen, 2016)”. Through the design of community education content, a connection is established between waste and production, agricultural products and green, food and security, environment and infectious diseases, etc., to increase understanding of the environment and community, and cultivate the consciousness of “community with a shared future for mankind”. “A person has a deep understanding

of the environment, and his (or her) desire to improve the environment is usually stronger, and the possibility of innovation is also greater (Li, 2009, pp.33-37)”, which ultimately improves a person’s innovative dissemination of traditional culture and contribution to social services ability.

4.3.2 Gather Community Education Human Resources and Improve the Quality of the Teaching Staff

Agricultural educators need to have a higher professional quality, not only to teach farmers agricultural knowledge, but also to continuously improve themselves, teach by example, lead by example, and teach farmers to transform to self-directed learning (Knowles, 1980). The cultivation of high-quality farmers requires a diversified and complex team of high-quality teachers that gather theoretical knowledge, skills and technology, and management. Establish a community education teacher pool to gather the backbone of community education teachers. Bring together excellent teachers from vocational and technical colleges and adult colleges; meanwhile, select outstanding first-line agricultural technicians to participate in community education. Give full play to the exemplary role of high-quality farmers, select farmers’ “local experts” agricultural professional demonstration managers, non-genetic inheritors and other supplementary community education forces, and carry out education and guidance services for farmers. High professionalism, high prestige, and outstanding contributions to social and economic development have their own positive influence and spiritual power, which shocks the hearts of farmers and generates endogenous motivation for self-learning and development.

4.4 A Game of Chess to Build A Life-Long Education “Overpass” to Promote Life-Long Learning

Lifelong learning is a process of “continuous learning and continuous improvement of overall quality (Ye, 2009, p.154)”, and it is an important way to realize the transformation of population resources into human resources. The credit bank has the characteristics of inclusiveness, openness, flexibility and service (Fang, 2018, pp.101-110). It builds an “overpass” that connects vocational education, training, and academic education, and records the integration of learning, personalized development and lifelong learning in the form of credits. The “process” and results are stored in the credit bank and transformed into individual needs. Encourage farmers to learn for life and develop themselves in an all-round way.

One is that the credit bank serves integrated learning. Incorporated learning refers to the integration of learning into professional positions, real life and even life scenes encountered by oneself (Lu & Wu, 2020). For peasant students, learning integrated into production practice and life in “learning by doing”, “learning for life”, “learning for life”, etc., naturally and without

adding additional learning burdens, has become a new model of learning for farmers in the new era. state. The “process” or results of farmers’ participation in integrated learning are recorded through the credit bank and stored in the credit bank. The second is that the credit bank serves personalized development. Farmers use their skills to participate in agricultural production skills competitions, traditional skills competitions, “Internet +” agricultural innovation competitions, etc., to promote the large-scale development of agriculture, lead “one party” to become rich “outstanding tributes” and obtain “outstanding contributions to agricultural production” Awarded farmers, record the corresponding credits and store them in the credit bank. Credits stored in the credit bank are accumulated and converted into individual needs. For example, on the basis of accumulating credits such as certificates, honours, etc., convert the credits into the conditions for promotion of the corresponding professional title or give appropriate “extra points” in the promotion of the professional title to advance to the professional titles of senior pastry chef, agronomist, brewer, etc. Promoting by professional titles encourages farmers to learn, innovate, and generate higher pursuits; convert credits into farmers’ participation in advanced training, overseas examinations and academic education entrance qualifications or convert them into certain admission credits, which become the basis for farmers to improve their academic qualifications and further study.

Through the conversion of credits, farmers’ “visible and tangible” learning results will be produced, allowing farmers to truly appreciate the benefits of learning, entrepreneurship and innovation, and service contributions, and inspiring farmers to learn for life. Let the credit bank become the “overpass” for farmers’ lifelong learning and the “overpass” for improving their quality.

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