

Study on the Dilemma and Countermeasures of Vocational Education to Rural Revitalization Strategy in the New Era

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Abstract: The Party's twenty National Congress pointed out: "Comprehensively promote rural revitalization, adhere to the priority of agriculture and rural development" education in the process of rural development plays an important role, has an important effect in rural development. The key to education lies in people. The key to the implementation of the rural revitalization strategy in the new era also lies in people. The key is training a new type of reliable and useful professional farmers for rural areas. The cultivation of rural talents and the development of human resources are also important, which is an important way to realize the strategy of rural revitalization in the new era and the continuous promotion of rural modernization.

1. Introduction

"Education is the foundation of a century-long plan." This shows the importance of personnel training. The key to education lies in people, the key to rural revitalization also lies in people, and the key is to cultivate reliable and useful new professional farmers for rural areas. The cultivation of new farmers' ability and the construction of countryside and culture are its core^[1]. Education not only improves the ability of laborers, promotes the development of rural society and increases the quality of labor force, but also contributes to the better construction of local cultural undertakings. In the theory of pedagogy, people are the intermediary and subject of education and play a leading role in the process of education. Therefore, it is necessary to promote the healthy development of rural areas by shaping people through education. In recent years, the country has been vigorously developing rural education cause, education revitalization is also in continuous practice, and has produced immeasurable positive impact^[2]. First, on the material level, education can promote The Analysis of Vocational "industrial prosperity". Education can directly or indirectly change rural agricultural output and have a great impact on rural development. Secondly, on the spiritual level, education has realized "rural civilization"^[3]. Education helps rural development mainly in the aspects of life style, ideological construction, quality and civilization. By strengthening the study of advanced ideas, the villagers can improve their overall quality and civilization, and thus enable them to form a healthy life style, which is also very necessary in the process of rural construction.

2. The human capital theory demonstrates that the relationship between education and rural human capital is complementary.

People are the key factor affecting economic development, the key to rural development lies in the development of people, the key lies in the cultivation of talents. Without talents, everything is just empty talk. In the process of agricultural production and management, the application of scientific production technology and advanced management technology cannot be separated from human intelligence, human knowledge and human ability^[4]. Therefore, the cultivation of rural talents is very important, so is the development of human resources, which is the inevitable requirement of realizing rural modernization.

Education, health care and labor force are important ways to form human capital, and education plays a leading role in the process of rural development. On the one hand, education increases the knowledge of workers and improves their skills; On the other hand, it can shape the three views of laborers and make them walk on the right road of development. Education can cultivate a group of useful and reliable talents, skilled farmers who know how to manage and operate, so to better realize the transformation of the countryside to modernization, so that every rural people can receive professional education, which is not only conducive to the construction of the present countryside, but also conducive to the construction of the future countryside. Education not only produces talent, but also produces leaders, which increases efficiency and economic growth. Therefore, we are fully aware that rural revitalization cannot be achieved without education, more importantly, without the cultivation of talents^[5].

The promotion of rural revitalization by education is not only reflected in the cultivation of skilled personnel, but also related to the improvement of population quality. From the perspective of the growth law of lifelong learning of talents, vocational education provides basic support for the lifelong learning and sustainable development of rural talents, can help rural talents develop flexible learning styles, and can also form a pre-service post-service integrated talent growth system and a mutually integrated modern education system for rural education. This can not only meet the diversified knowledge learning and spiritual and cultural needs of rural population, but also improve the quality of rural population to a large extent^[6]. In 2021, the Ministry of Education issued Opinions on Consolidating and Expanding the Achievements of Poverty Alleviation through Education and Rural Revitalization, which especially emphasized that strong support should be given to vocational education in poverty-stricken areas. From the perspective of promoting the connection between poverty alleviation and rural revitalization, education should change the concept of "depending on others" of rural population and empower rural population conceptually. It should also give full play to the function of ideological and cultural education, stimulate the awareness of active development of rural population, generate the internal power of revitalizing the countryside, and improve the cultural quality of rural population through the guidance of professional identity, ingenuity culture and other aspects^[7].

In the development process of rural society, the lack of modernity has become more and more obvious, which has become a huge obstacle to rural development. Some villagers have not been exposed to the teaching of scientific knowledge, blindly and superstitiously to believe in the theory of ghosts and spirits, which has formed an unhealthy rural atmosphere; Reading useless is destroying the spiritual world of the villagers, so that many people become illiterate, the village becomes illiterate small society. Therefore, the modernization of rural society and the modernization of rural people complement each other. The modernization of rural society cannot be separated from the modernization of rural people, and the modernization of rural people cannot be separated from the modernization of rural society. Social psychology research shows that education is the most important factor affecting society, education promotes the development of people, and thus promotes the

development of society. By cultivating individual thinking and ability through education, changing individuals, then changing the whole society through individuals, and building a more harmonious and livable rural society will promote the better and faster development of the whole rural society^[8].

3. The Analysis of Vocational Education in Rural Revitalization

"Cure the poor first cure the foolish" explains the important role of vocational education in rural revitalization. Compared with other poverty alleviation methods, vocational education plays a leading role in poverty alleviation. Compared with general education, vocational education has the advantages of low cost and low threshold, so it is paid more attention in rural revitalization. With the deepening and development of the central strategy of rural economic revitalization, the academic circle has paid more attention to the leading role that vocational education may play in the overall revitalization of China's rural areas and the process of its development and transformation^[9]. The so-called "The key to rural revitalization lies in rural vocational education" and "vigorously develop vocational education to help rural revitalization" have been put forward. It also tries to demonstrate the positive driving role of vocational education in promoting the overall rural revitalization and development from different perspectives, such as the special social function of vocational education itself, rural education system, other related subsystems within rural society and their connection^[10]. But it also reflects that the academic circle places too much hope on vocational education to promote the revitalization of socialist rural education. We must know that the way of vocational education is not omnipotent and applicable. We need to rationally recognize the specific function of vocational education in promoting the cause of rural cultural revitalization. After all, vocational education itself is limited and conditional. We still need to seriously discuss and study the limitations of vocational school education itself in the process of socialist rural revitalization and make clear cognition.

3.1 The tool value of rural vocational and technical education system is relatively strong, and the humanistic value is insufficient

The policy orientation of vocational education is put forward by the Chinese government in order to actively adapt to solve the problems of vocational education in our country, to achieve the goal of attaching importance to the development of vocational education in China and to realize the need of social vocational education to adapt to the sustainable and stable rapid development of economy and society. The government has adopted a series of effective institutional measures to standardize and supervise and actively guide the moral standards for the training and education institutions and individuals of all kinds of national vocational education courses and their training-related courses as well as the individual behavior of students. At least four aspects should be paid attention to in the ideological essence content of vocational education concept: first, to implement the national people-oriented education essence policy; The second is to promote the scientific and individualized management thinking; The third is to carry out scientific and effective management techniques and measures; Finally, we should attach importance to the shaping of corporate culture.

However, in other practical vocational education and training, the applied education of vocational technology is generally affected by social tools and rational thinking factors, and vocational education in practice often focuses on individual long-term development planning. On the level of the pursuit of social goal value orientation, it is inevitable that there will be misunderstanding of the nature of some social problems between higher education and other general vocational education contents. It is always difficult to fully coordinate the ideological orientation of people-oriented vocational education with the pursuit of value orientation that students take their own economic and social development reality as their goal. Therefore, vocational education will attach too much importance to the instrumental value of application technology, while ignoring the subjectivity of people. Modern education must strive to promote the all-round development of people through the training of quality education into high-quality educators to serve the healthy development of our society in the future,

and to serve the development of socialism political, military, economic and cultural development^[11]. However, the current vocational education attaches great importance to the value of technology in the process of rural revitalization and development, which is reflected in the external development idea, which relies on external forces to forcibly "graft" technology into the rural field. The emphasis is placed on the development and introduction of agricultural technology resources. However, the villagers trained by rural vocational education institutions lack the scientific understanding of the development of new technology and the scientific and rational grasp of rural revitalization under the modern technology. Curriculum teaching does not integrate value shaping, knowledge imparts and ability cultivation to help villagers establish correct cognitive concepts. As a result, the teaching tool value of vocational education itself becomes more and more strong, the educational humanistic value serving the revitalization process of Chinese rural culture is obviously insufficient, and the intrinsic life meaning of human education is increasingly obscured by education.

3.2 The evaluation method system of vocational education is slightly outdated, and the practical effect of promoting the comprehensive rural revitalization is not tested effectively

With the continuous development of China's rural revitalization strategy, all walks of life pay much attention to the effect of rural revitalization. The performance evaluation of the results of rural revitalization is not only a summary of the past work, but also an analysis of the problems in the previous work, and it also provides guidance and suggestions for the next step of the implementation of the rural revitalization strategy. Vocational qualification certificate education should "carry out the fundamental task of cultivating virtues, improve the education mechanism of combining moral skills with study, improve the evaluation mechanism, and standardize the whole process of talent training". However, in the practical policy operation, we find that the research on modern vocational education and its service mode of rural education revitalization is mostly abstract theory and conception at the macro level of policy, and the real and reliable specific service information and effect evaluation of vocational education services for rural revitalization work at county level are still in a "black box" state.

At present, the evaluation of the whole rural vocational education system in China is still only at the level of some summative comprehensive evaluation methods and some expert professional evaluation. The evaluation criteria are still mainly focused on the overall effect evaluation of the construction of rural vocational education on comprehensively promoting the revitalization and sustainable development of rural economy and society, although there are also some professional diagnostic evaluations. However, without a scientific evaluation system, evaluation cannot play a better role and become an important means to promote rural revitalization and development. From the perspective of the existing functional evaluation index dimension structure that is highly related to the quality of vocational education in China, most of them only take the service economic and social function value of vocational education itself as the basic evaluation quantitative index, and examine the relevant professional technical knowledge and professional skills and other evaluation quantitative evaluation indexes. This ignores the construction of the overall vocational education and the evaluation quantitative system framework of educational behavior function, and lacks the investigation of related qualitative and quantitative indicators based on the overall understanding of learners' vocational identity status, the basic cognition of vocational rational ability, the high recognition of self-existence value consciousness, the continuous practice degree of professional spiritual behavior and so on. The main body of evaluation is the evaluator of the government, and the objective evaluation caused by the pluralism of the subject is obviously insufficient. The evaluation implementer itself is the direct implementer of the third-party evaluation work, and the evaluators mainly pay more attention to the publicity, implementation and implementation of educational policies, laws and regulations. The evaluation ability quality and knowledge level of the personnel of the third-party certification and evaluation agency also need to be further evaluated and improved by the society, and the public service function of the third-party accreditation and evaluation work of

vocational education has not been fully played for the time being^[12].

3.3 The depth and breadth of vocational education are limited, and the comprehensive employment needs of rural areas in line with the local rural revitalization policies are inaccurate

The limited function space of vocational education to rural development means that vocational education is relatively conditional in the relative breadth and absolute depth of the function space of national rural development revitalization. Rural vocational education is an important part of the education system, which focuses on the technical training of villagers. However, in practice, vocational skills training lacks flexibility, and the majors set are disconnected from the market, which does not meet the needs of the market. Adults do not have enough time for long-term systematic training and education due to their work and life. Their understanding ability is deficient, so vocational skill training focuses more on improving skills and performance. In the process of carrying out practical application education skills training and education, due to the relatively small scale of the current rural vocational education system, the content of education training focuses on practical theory and is relatively basic, so most of the engineers trained by it only have certain basic and service operation ability, and the range of positions that can be served is very narrow and limited. Therefore, there are severe structural shortages in rural vocational education, funds and personnel in China. It is still unknown whether the educational effect and education can be sustained^[13]. Moreover, compared with other urban vocational education methods, rural vocational education tends to be more rigid in its teaching content and form. Only by forming effective education effects and keeping pace with The Times can rural vocational education effectively connect with the consumption demand in the rural social market. Therefore, as far as the present form of rural vocational education is concerned, the next few years will not only not see the rural vocational education serving rural comprehensive revitalization, but also have a certain limiting effect on promoting the process of rural industry revitalization. To sum up, the role of vocational education in revitalizing rural economy is always quite limited, and vocational education cannot continue to shoulder the historical task of revitalizing rural areas alone at present, and cannot fully meet the comprehensive needs of rural revitalization^[14].

4. The solution to the dilemma of vocational education in the new era of rural revitalization

4.1 People-oriented, pay attention to the connotation of vocational education development

General Secretary Leader of China has been pointed out that in order to further promote the development of modern vocational education system, we should accelerate the development of vocational education, so that everyone can have a chance to make a brilliant life. At present, in the actual operation process of vocational education and training institutions, they still unilaterally believe that vocational education is an effective channel that can directly help people quickly find suitable jobs and solve life problems. This outdated thinking ignores the function of vocational education to improve the personal quality of the educated. Vocational education training goal of our country still focuses on cultivating "professional people" and "skilled people". The people-oriented value orientation of vocational education has not been well reflected. Therefore, vocational education still puts more emphasis on the results and does not implement the concept of "people-oriented". The CPC Central Committee pointed out that current education should be people-oriented, respect individual wishes and pay attention to people's needs, so that society and the country can develop in an all-round way. Vocational education should not only teach students theoretical knowledge, but also cultivate students' socialist core values, and truly "people-oriented". In order to achieve the concept of "people-oriented" vocational education, it is necessary to provide students with free space for development and fully stimulate their imagination and creative thinking ability. In the aspect of educational design of vocational schools, we should try our best to create a healthy, happy and relaxed educational and learning cultural atmosphere for all students, integrate humanistic spirit of education

into modern vocational education design organically, protect and respect the growth of students' individuality, and cultivate all-round skilled talents. The "people-oriented" modern vocational education system can not only fully meet each student's personalized learning requirements and the requirements of improving their own vocational skill level, but also improve the professional quality of people.

4.2 Ensure the effectiveness of services and improve the evaluation system of vocational education in the revitalization of rural construction

We should improve the assessment and evaluation system applied by vocational education services in the process of serving the overall revitalization of rural areas, and establish a comprehensive evaluation standard system of national vocational education and public service quality that can help implement the overall revitalization of rural areas with The Times, science and effectiveness. First, in the orientation of teaching evaluation standards, we should not only focus on reflecting the fundamental role of the quality of vocational education in serving rural areas and economic development strategy, but also pay attention to reflecting the social value of "people-oriented" in vocational education. First, the evaluation standards of vocational education should avoid utilitarian orientation with instrumental rational value. In order to meet the requirements, it is not only necessary to carefully follow the existing national standards for the evaluation of the quality level of vocational education and the standards for relevant education professional posts, but also to fully combine the actual situation of the local vocational education level. A set of comprehensive evaluation index system suitable for local social and economic development should be established to give full play to regional characteristics and advantages. Second, at the level of participants in the evaluation, it is necessary to speed up the construction of a third-party evaluation mechanism that is coordinated and interactive with multiple social subjects. In addition to the direct assessment and evaluation entrusted by the government or relevant responsible departments, more stakeholders such as public vocational education institutions, rural villagers, employment units and enterprises should be directly added into the evaluation system. Thirdly, in the content selection of the educational evaluation system, it not only emphasizes the examination and evaluation of all the villagers who have received training and education standards from the perspective of close combination of theoretical knowledge and practical operation of professional skills, but also emphasizes the evaluation of comprehensive quality and socialist core values from the perspective of humanistic thought. We should actively exert the comprehensive evaluation system to track and supervise the personnel of various vocational education institutions and the qualified villagers who have received formal training, and promote the qualified villagers to strengthen the correct understanding of relevant professional quality and deepen the proficiency of basic theoretical knowledge and ability and practical technical methods of production operation. Fourth, in the implementation of evaluation management mode, we should adhere to the combination of theoretical teaching and labor practice. The new training course quality evaluation method based on the feedback of curriculum learning activities should pay attention to creating a more real living and working environment for learners, especially to systematically evaluate the trained villagers' proficiency in the application of basic theoretical knowledge system and their ability to complete the transformation from professional basic knowledge level to post vocational skills improvement.

At the same time, we should focus on the combination of rural field investigation, measure the effect of rural vocational education activities on the realization of rural education revitalization planning service policy, and better help local rural vocational education schools to formulate professional development strategy planning based on the local market conditions in rural areas. Vocational education needs to serve the economic development of rural areas. Therefore, it is necessary to pay attention to the adaptation of rural vocational education tasks to the specific situation of local rural economic development. Only by market evaluation based on the market situation of rural regional economic development can professional planning be made for the development of

vocational education. What kind of expected goals should be achieved by the specific setting of these majors and teaching systems, and the specific scale to be achieved by the training of professional talents in the later stage of vocational education. Only by making clear the long-term development planning direction of rural vocational education in the future and then implementing the corresponding planning and development plan, can the vocational development of rural vocational education be better combined with the social market demand, so as to promote the rural vocational education work to keep pace with The Times and effectively serve the rural economic development.

4.3 Rationally understand the finiteness of modern vocational education and its revitalization function in rural areas

Vocational education is an important part of contemporary education system. As an important type of education, vocational education plays an irreplaceable role in the development and perfection of education system. The CPC Central Committee has created a policy environment for the development of vocational education and highly recognized the status of vocational education. Educational institutions are the core subsystem of the whole society. The rational development of the functional mechanism of vocational education is mainly dominated by the dual influence and effective restriction of the functions of other social systems. Therefore, a rational understanding of the limitations of the social function of rural vocational education is the realistic premise and system foundation for promoting vocational education to play its due function. Since the development of the social and economic environment of the whole village remains relatively stable, the traditional rural vocational education field also remains relatively stable and single. However, with the development of China's rural economy, the social uncertainty is further deepening, so the villagers' requirements for employment will also change. In order to solve this problem, villagers need to have comprehensive qualities in many aspects to adapt to the changes of current occupational requirements. Secondly, we should understand modern vocational education and its significance in promoting the healthy development of socialist rural practical education, cultivating high-quality talents for modern rural society and actively transporting high-quality talents for rural upper vocational education schools in a correct, objective and comprehensive way in the practice of socialist rural economic construction.

The development of rural vocational education is an important theoretical part of the function of the modern rural comprehensive education service system. The normal operation of rural vocational education plays its due role in promoting the better operation between the rural education system and other subsystems of the rural society, and each subsystem performs its own duties so to promote the development of the rural society. In this regard, we should further rationally and comprehensively realize that the development of vocational education can not only fully promote the process of rural revitalization in politics, but also fully recognize the limitations of the development of rural vocational education in the process of promoting rural economic and social revitalization and development. We should also rationally realize the important role of traditional vocational education development under the background of rural overall revitalization development, and realize the finiteness of rural vocational education in the process of rural revitalization. We can not only put any expectation on modern vocational education to help rural overall revitalization construction beyond the scope of its actual function. The role of vocational education in rural revitalization should not be overstated.

5. Conclusion

At present, rural revitalization has entered a critical period, and the development process from ancient times to today shows that rural society is gradually declining and in urgent need of improvement. This phenomenon is caused not only by the urbanization process and the comparative disadvantages of industries, but also by the unbalanced policies implemented by the state and the siphon effect of resources. As a peripheral device in the whole social structure, education has been marginalized continuously in the social development and change, and its relationship with economic

society is more complex. Rural education is not the main cause of rural decline, so the development of education to save the fate of rural social decline is relatively limited. Under the background of rural revitalization strategy, education reform can be sought by establishing the rural revitalization concept of integrated development of urban and rural areas, facing up to the relatively limited role of education and sticking to the value ontology of "teaching for agriculture", so as to accumulate strength for the revitalization of rural areas.

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