

Study on the Strategy of Training New Type of Professional Farmers in Local Colleges and Universities

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Abstract: The new professional farmers reflect the two characteristics of “new type” and “occupation”, that is, they have received certain training or study, and have higher quality. At the same time, they must take the peasants as their occupation, adhere to the priority development of agriculture and rural areas, and accelerate the modernization of agriculture and rural areas. This paper explains the concept of new professional peasants, analyzes the shortcomings of the new professional peasant training in China, and proposes relevant countermeasures to promote the effective development of new professional peasant training in China.

1. Introduction

The issue of "agriculture, rural areas and farmers" is a fundamental issue in China's economic and social development [1]. As a large agricultural country, China's rural population accounts for a large proportion. With the continuous development of industrialization and urbanization, rural hollowing out, agricultural concurrentization and rural population aging are becoming more and more obvious. The solution to farmers' problems is not only effective in solving the problems of agriculture, rural areas and farmers. "The core of the problem, and the key to effectively solving the "three rural" problem is the improvement of the quality of the peasants. It is also an important boosting factor for China to fully realize a well-off society and promote socialist construction [2-4]. Since the reform and opening up, China's rural areas have developed by leaps and bounds, but China's agriculture is still in the transition period from traditional agriculture to modern agriculture. The rural labor force has shifted to urban non-agricultural industries, while the number of laborers left in rural areas has plummeted. Problems such as lower structure and structural imbalances have intensified the trend of “hollowing” in rural areas [5-8]. There is no one after the agricultural production, the "three rural" problem is facing a huge dilemma, and it is urgent to accelerate the transition to the current agriculture [9]. The cultivation of new professional farmers needs multi-path coordination, and vocational education and training is an indispensable path to improve the quality of farmers [10-14]. However, as the core carrier of the new professional farmer training system, vocational colleges should make full use of their own advantages and educational resources, and actively respond to the state's relevant policy requirements for new professional farmers training [15-17]. Timely meet the eagerness of modern agricultural development for practical skilled farmers, closely match the training needs of new professional farmers, comprehensively improve their supply capacity, and achieve the established goals of China's agricultural modernization development as early as possible [18-20].

2. Background of New Professional Farmers

2.1 Characteristics of New Professional Farmers.

The Ministry of Agriculture's definition of new-type professional farmers is more pertinent and more realistic. Whether it is a new type of professional peasant mainly depends on two aspects. First, whether it is agriculture as a profession, to distinguish it from a part-time peasant, and second, to

look at income and scale. . Its characteristics are as follows: high comprehensive quality, including cultural quality, physical quality, legal quality, etc., “having culture, knowing technology, operating, and knowing how to organize and obey the law”, it highly summarizes the comprehensive quality requirements of new professional farmers; Second, higher income, new professional farmers as rational economic people, the pursuit of agricultural production profits maximization, developed countries experience shows that the income of professional farmers is generally slightly higher than the income of urban residents. In cultivating new professional peasants, China has been emphasizing that new professional peasants are the symbol of occupation. In the future, the agricultural professionals will be more professional. The income gap between new professional peasants and urban residents will continue to shrink, even exceeding the income of urban residents. With equal social status, people who are engaged in agricultural production in the future must undergo education, training, and management, and qualified as a new type of professional peasant to carry out agricultural production. Professional qualifications are necessary for agricultural production, and new professional farmers can be fully market participants. Participate in market economy activities.

2.2 Different Manifestations of New and Traditional.

Different definitions, traditional peasants are identity peasants from the perspective of sociology, and new professional peasants are rational people of economic significance; the pursuit of different goals, the traditional peasants' goal is to maintain their livelihood, and the new professional peasants are pursuing their own development. The mobility of personnel is different. The traditional peasants are generally the local population. The new professional peasants can be local residents, urban residents or even migrant workers. They can move freely and openly. They have different requirements for themselves. There are not many requirements for quality, capital and technology. The new professional farmers are more demanding in terms of technology level, management ability, service skills or some aspects, and have strong restraint.

2.3 The Status Quo of University Service in China.

At present, many teachers in higher vocational colleges are separated from the front line of agriculture in the actual process of carrying out scientific research activities, especially some young teachers. The practical experience is seriously insufficient. This is very unfavorable for the teaching of agricultural majors. Practical requirements are relatively high, and the operability is particularly strong. Therefore, higher vocational colleges should combine the above factors to innovate a scientific and effective cultivation model, and effectively improve the teaching ability of cultivating new professional farmers.

3. Problems in the Training of new Professional Farmers in Colleges and Universities

3.1 The Weak Supply of Teachers

The new professional farmer training is inseparable from the faculty with reasonable structure, strong strength and professionalism. However, the current situation is that the relevant government departments are the management units for peasant training, and the agricultural colleges are the implementation units for peasant training. However, in practice, farmers are more inclined to acquire knowledge to solve problems encountered in production and daily life. The teachers of training institutions are mainly teachers of vocational colleges. The theoretical knowledge is very rich, but the practical experience is lacking. Schools often fail to answer the actual teaching problems raised by farmers, and the training results are not obvious. Yin Joy pointed out: In order to cultivate a new high-quality professional peasant team, we must first have a sufficient number and quality of teachers. From the perspective of the country as a whole, we should attach importance to and call for the standardization and systematic construction of the new professional peasant training faculty. There are not only unified standards and regulations at the national level, but also sufficient localities to be given according to the particularity of the new professional peasant teachers. The space is adapted to the local conditions to build a faculty.

3.2 Problems in Cultivating Objects.

The development of modern agriculture requires agricultural practitioners to have a certain level of scientific and cultural level. It can apply modern agricultural production skills and management capabilities to agricultural production, familiar with the laws and regulations related to the agricultural industry, and possess certain professional ethics. However, at present, the cultivation of new professional peasants in China still faces problems such as low level of education and science and technology, backward ideas and concepts, and weak legal awareness. The first is the low level of education and science and technology. At present, the proportion of the education level of agricultural practitioners in China is shown in Figure 1, followed by the backward thinking. As a market main body, new professional farmers need to maintain sensitivity to market conditions in the increasingly fierce market competition, and make production and business decisions in a timely manner according to market conditions.

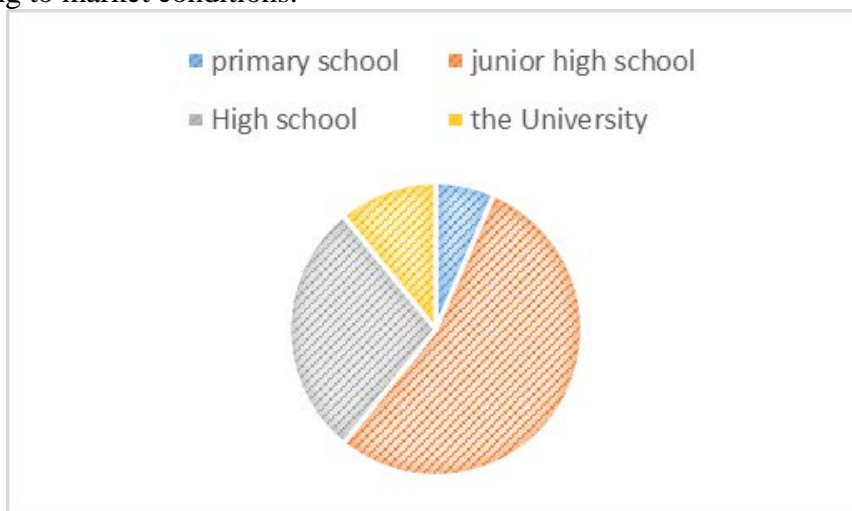


Fig. 1 Proportion of agricultural practitioners' educational level

3.3 Farmers are not Actively Involved in the Initiative.

The initiative of farmers to participate in training is not enough. A large part of farmers' participation in training is not due to self-needs, but because local governments give financial support for training or obtain some benefits through training. The initiative and enthusiasm for participation are low. Older, poor acceptance of new knowledge. At present, farmers' training still has repeated training, low-level training, narrow professional courses, etc., resulting in insufficient training and demand, unable to meet the individual needs of farmers, and not understanding the real situation of farmers, so the training content is too general and simple. The demand in rural areas is significantly diversified, including family traditions of planting and breeding, including non-agricultural occupational technology services such as agricultural product processing, construction, transportation, garment processing, and housekeeping services. Therefore, the training content is seriously out of line with farmers' needs. The effect has not been reached.

3.4 Content is Out of Line and not Practical.

The core of vocational colleges training new professional farmers is to highlight the practicality and professionalism of farmers' training. First, we must proceed from the knowledge, skills and abilities that farmers actually need. However, from the specific training work of new professional farmers in various places, most of the majors are focused on theoretical knowledge and light practical operation. Most of the courses are basic cultural science or financial legal knowledge, and farmers are most concerned about agricultural production technology and agricultural machinery operation knowledge. Relevant practical courses such as management and management knowledge have yet to be further developed. Secondly, the training content should focus on organic integration with local agricultural characteristics, make full use of local characteristics, and combine the farming

practices, agricultural advantages, and agricultural characteristics to set up courses. However, the current training has not fully considered the differences between farmers in different regions and at different levels, nor has it combined with local economic development and rural industrial structure. It has adopted a generalized training course and lacks detailed attention to the peasants' educational level and acceptability. Considerations, the lack of specific and hierarchical training content, these constraints on the quality of training.

3.5 Government Pays Attention to Dislocation.

The role of cultivating roles is not clear, and some functions are absent. The local government is one of the main players in cultivating new professional peasants. The leading role in the cultivation of new professional peasants is not prominent, and the responsibility boundary is blurred. In the formulation of a new type of professional farmer cultivation program, there is a lack of comprehensive and unified planning and deployment, which is often a framework arrangement, scientific and reasonable. Relevant departments of local governments have passive and coping situations in implementing the cultivation of new professional farmers. The cultivation of resources under government leadership has not been effectively integrated and efficiently deployed. Even some local governments only pay attention to transferable skills training, neglect agricultural vocational training, and transport a large number of young and unskilled young adults to work in foreign enterprises through labor and employment service centers and intermediaries, so that rural hollowing out and agricultural concurrentization. The trend of aging farmers is becoming more and more obvious. On this issue, the government must attach great importance to it. The state and local governments should arrange special funds to support them. They should pay attention to the cultivation of human capital and attach importance to the cultivation of the comprehensive quality of new-type professional farmers. Only in this way can modern agricultural development be comprehensively promoted. Therefore, raising farmers' ideological understanding and increasing funding is the prerequisite for the development of new professional farmers. Local governments, especially the district and county governments that are specifically implemented, are not highly valued and lack a scientific budget, resulting in insufficient financial investment.

4. Strategies for the Training of New Professional Farmers in Colleges and Universities

4.1 Strengthen Farmers' Ideological and Political Education.

The new professional peasant is a new type of peasant with noble ideological ethics and good political consciousness. Therefore, it is necessary to strengthen the peasant's ideological education, change the peasant's small peasant ideology, establish the agricultural modernization ideology to adapt to the new situation, and transform the self-sufficient production mode. At the same time, we must strengthen political education for peasants, lead farmers to recognize various contradictions in society, and strengthen socialist convictions. At the same time, we must help peasants correctly understand and understand the party's policies and policies for benefiting farmers, and actively Respond to and seize opportunities, improve ourselves, and contribute to the development of new urbanization and agricultural modernization.

4.2 Select Objects and Direct Culture.

It is not enough to train new professional farmers to rely solely on rural local talents. There must be a large number of specialized technical personnel and management personnel. Higher vocational colleges should formulate corresponding talent training plans according to the current needs of new rural farmers, and combine the training content with local industries to carry out education and training around key technologies, management knowledge and market information urgently needed for modern agricultural development. To comprehensively improve the overall quality of farmers and cultivate new types of professional farmers urgently needed in rural areas of China. A group of students can be sent to the school from the countryside, or a group of college students can be sent to the countryside from the school to truly realize the integration of production, learning and research,

and cultivate a new generation of professional farmers.

4.3 Reform the Teaching Model and Pay Attention to Practice.

The new professional peasants are high-quality professional talents, and their training needs to follow the rules and methods of vocational education. Vocational education is a type of education. It is an education that trains technical and technical personnel different from ordinary higher education to train academic talents. Knowledge-oriented courses generally state knowledge directly on a subject-based basis. This type of knowledge is mainly used to answer questions about what and why. Knowledge orientation is based on system theory, which is mainly formed through teaching. The corresponding teaching methods are traditional teacher lectures, student listening, and classroom teaching. Behavior-oriented courses are mainly used to solve problems and what to do. Behavior orientation is also called practice orientation, or action orientation. It is based on practice and mainly forms technical skills through experiment, observation, imitation and practice. The cultivation of professional talents requires an action-oriented curriculum model and curriculum design in accordance with the inherent logic of professional activities.

4.4 Vigorously Promote Policy Support.

The government should actively explore and introduce various supporting policies closely related to new types of professional farmers, including land transfer, agricultural insurance, credit funds, and rural infrastructure construction. At the same time, effective supervision of policy implementation will ensure that these preferential policies can Let the new professional farmers really benefit. Policy support is the premise driving force to effectively promote the construction of modern new-type professional peasants, and it is the basic guarantee for the establishment of a modern new-type professional peasant cultivation system. Establish a complete database and information management system, implement dynamic management, and establish a mechanism for enabling and exporting. If the conditions for new professional farmers are no longer met, they will be withdrawn according to the prescribed procedures and no longer enjoy relevant supporting policies. At the same time, after the introduction of the policy, it is necessary to further increase publicity and strengthen management. Through solid and systematic study, the new agricultural science and technology knowledge will be truly applied to the fields, forming a working mechanism that links up and down, co-operates, and promotes all-round. In short, if a new professional farmer wants to develop well, the government must create a good production environment and conditions.

4.5 The Government Pays More Attention.

Governments at all levels should formulate long-term plans for the education and training of new professional farmers, strive to promote the effective connection of rural basic education, agricultural vocational education and vocational training, increase investment, improve teaching quality, and truly cultivate a group of people who love agriculture and take root in the countryside. A new type of professional farmer with rich knowledge, skilled and advanced management. The government should pay attention to the development of rural vocational education, strengthen the rural investment in vocational skills education for employees, attach great importance to the role of rural vocational education in rural economic development, further accelerate the pace of rural education innovation, and publicize the important role of rural vocational education, and encourage Rural employees actively receive education, provide sufficient post-storage personnel for rural economic development, and pull in the distance between urban and rural economic development level to promote the balanced development of China's rural and urban economy.

5. Summary

Agriculture is the foundation of China's national economy. Domestic grain production has increased for many years, but structural contradictions in terms of total volume, quality, structure, cost-effectiveness and production environment are still outstanding. In recent years, the rural labor force has accelerated its transfer to non-agriculture and urban areas, agricultural industrialization,

peasant aging, and rural areas have become more and more hollow. The issue of “who is planting land” has become increasingly prominent. With the shortage of domestic agricultural resources, over-exploitation and aggravation of pollution, special attention should be paid to the quality, safety and effective supply of agricultural products, promote the sustainable development of agriculture, continuously strengthen the status of agriculture, promote the sustainable income of farmers, and achieve self-sufficiency in food. To ensure the quality and safety of agriculture, it is still the basic policy to solve agricultural production and safety.

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