

## Promote the Construction of "Trinity" Mode of Poverty Alleviation in Vocational Education by Informatization

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**Abstract:** Informatization is one of the important ways to promote vocational education precise poverty alleviation, this article from the current situation of the development of vocational education and vocational education development plight of vocational education is analyzed accurately for poverty alleviation "supporting wisdom, supporting ambition and supporting learning" new connotation, by clarifying "supporting wisdom, supporting ambition and supporting learning" the relations between and among, has been clear about the "trinity" vocational education accurate endogenous logic for poverty alleviation. Combining information means, promote the optimization and upgrading of targeted poverty alleviation in vocational education. The precision poverty alleviation mechanism of vocational education based on informatization is proposed, and the "trinity" model of vocational education poverty alleviation is constructed, so as to promote the large-scale development of precision poverty alleviation of vocational education.

### 1. Overview of Targeted Poverty Alleviation in Vocational Education

By the end of 2018, China had 16.6 million rural poor people, including 15.13 million in central and western regions, according to the national bureau of statistics. It accounts for about 90% of the country's rural poor. In addition, the level of education in these rural areas is generally low and the proportion of illiterate and semi-literate farmers remains large. The vicious cycle of poverty and laziness has seriously hindered rural urbanization, agricultural modernization and the construction of a beautiful new countryside. As a key force to promote rural development, rural education, especially rural vocational education, which is most closely related to rural development, has some practical problems such as unitary school-running mode, unclear development direction, unreasonable curriculum setting, and separation of teaching practice from rural reality due to its fixed and stylized operation. On the other hand, the "self-institution" management of "integration" of rural vocational education accelerates the separation of general education, vocational education and adult education system. It is far from being able to adapt to the complex situation of population and occupation transformation, industrial structure adjustment, rural land and regional spatial changes brought by urbanization. To some extent, it has caused the structural imbalance of rural resource allocation, and the contradiction between "agricultural development" and "farmer shortage". From this point of view, the current rural education, especially rural vocational education itself, has many diseases, not only can not effectively solve the problem of rural poverty and laziness. Moreover, it may form certain obstacles to the development of rural economy and society, and become the stumbling block of rural revitalization and sustainable development.

### 2. The Main Problems of Vocational Education in Targeted Poverty Alleviation

#### 2.1 Poor Groups Lack Endogenous Motivation and Poverty Governance is "Inefficient".

"Wish for the poor" and "fight for the poor" are strange phenomena in China's poverty management, as well as important constraints to the progress of targeted poverty alleviation. Because

China is a carte Blanche for so long "out" policy for poverty alleviation, is often taken by sending cadres support for poverty alleviation and so on government behavior to promote poverty alleviation work, objectively is formed "out of poverty is the government behavior," "is the government wants me to out of poverty", "whether poverty is one of the important examining index to measure poverty alleviation cadre achievements" and other ways of thinking and ideas. Many poor groups therefore "wish poor" "fight for poor", and even haggle with the government to help the poor, or because they did not become poor households and feel depressed, the loss of mentality. This phenomenon makes it difficult for local governments to carry out targeted poverty alleviation through vocational education and training. It is not uncommon to ask poor households to participate in poverty alleviation training, "sign-in" training in name only, or training that requires guests or gifts. The existence of this situation is not only a true portrayal of the poor group's lack of desire to lift themselves out of poverty, but also exposes the drawbacks of inaccurate targeted poverty alleviation in China. The final result is inefficient poverty governance.

## **2.2 Poor Coordination of Poverty Alleviation in Vocational Education, and "Simplification" of Poverty Alleviation Subjects.**

Vocational education has distinctive social characteristics. Therefore, vocational education, as an important path of targeted poverty alleviation, needs social coordination to be truly "accurate". However, the poverty alleviation pattern of vocational education dominated by schools has not been fundamentally changed, and enterprises, industries, social organizations, especially poor individuals, have not really become the main body of poverty alleviation, which leads to the poor coordination between vocational education and poverty alleviation society and the gradual weakening of marginal benefits. For a long time, in the process of vocational education poverty alleviation, it is basically a single school that helps the poor population, and it is difficult to solve many problems in the process of targeted poverty alleviation through education. Therefore, only the joint governance of the government, communities, enterprises, vocational colleges, social organizations and other entities can solve the practical difficulties that restrict targeted poverty alleviation in vocational education and maximize the benefits of targeted poverty alleviation in vocational education.

## **2.3 The Attractiveness of Vocational Education Needs to be Improved, and the Effect of Poverty Alleviation should be Reduced.**

Both in terms of immediate effects and long-term benefits, vocational education and training are to increase the human capital of poor groups, promote their smooth employment and entrepreneurship, obtain higher wages or economic benefits, promote their poverty alleviation and migration to the middle class. It should be said that most poor groups can realize that vocational education and training is an important way to change their fate. For this reason, Chinese governments at all levels are paying more and more attention to the role of vocational education and training in implementing accurate poverty alleviation strategies. From all over China, however, the reality of vocational education and training, poor groups to the government, as well as various social organizations to provide vocational education and training is not very interested in, to participate in the training are mostly assigned to participate in, vocational education accurately the attraction of the poverty alleviation is relatively low, vocational education precision poverty alleviation.

## **3. Improve the Development Strategy of Targeted Poverty Alleviation in Vocational Education and Promote Targeted Poverty Alleviation**

### **3.1 Reconstruction of Poverty Alleviation Model: Build an Information-Based "Trinity" Targeted Poverty Alleviation Model of Vocational Education.**

In vocational education accurately on the basis of basic rules for poverty alleviation and education informatization development, from the aspect of theory and practice, on the top design and framework for action, we will establish a "trinity" of vocational education accurate model for poverty

alleviation, in order to promote the development of vocational education in the poor areas of poverty alleviation fine (see figure 1.), in order to improve the practice of the precise effect of education in poverty-stricken areas to provide the reference.

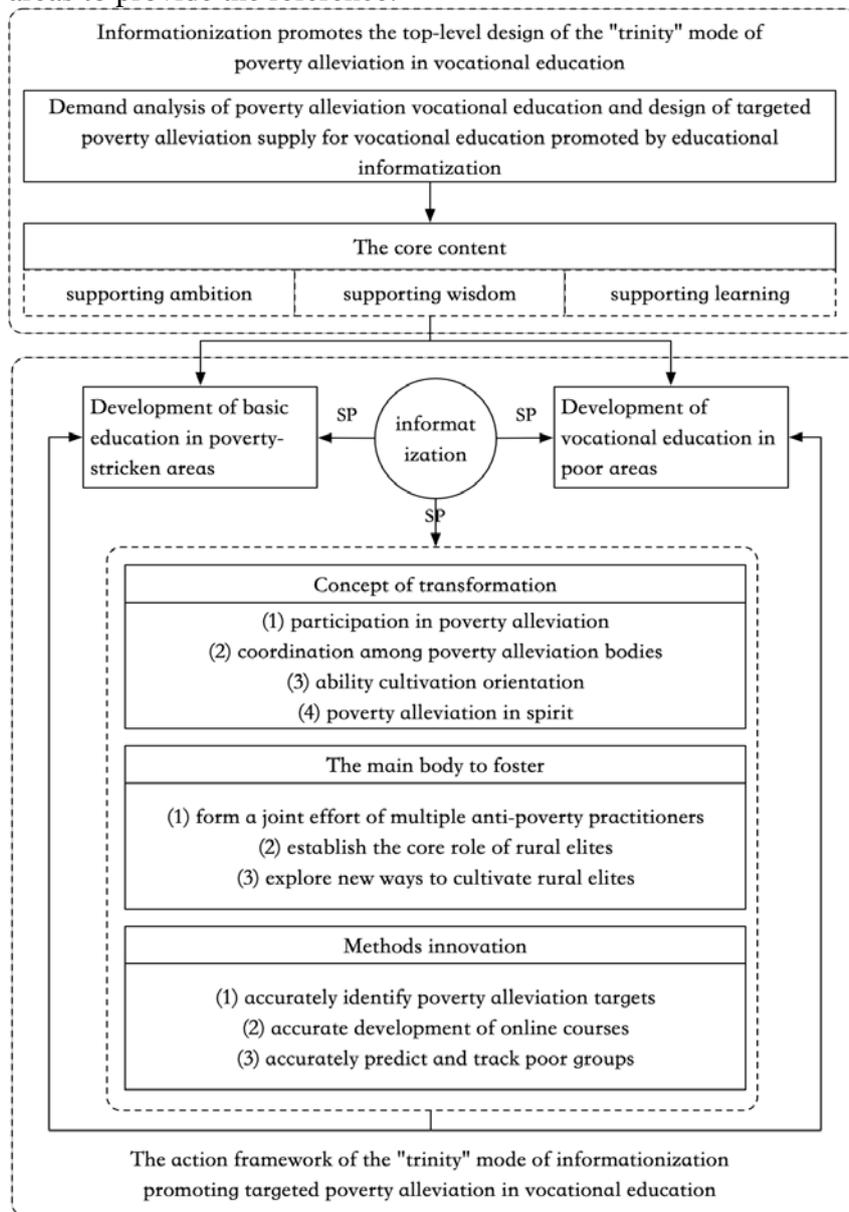


Figure 1. "Trinity" poverty alleviation model of vocational education in poverty-stricken areas based on informatization

In the face of the current situation and practical needs of economic and social development and poverty alleviation education in poor areas, this paper focuses on the core contents of "supporting wisdom", "supporting aspiration" and "supporting learning", and explores the implementation path of the "trinity" poverty alleviation and development mode based on information technology.

"Supporting ambition" is to strengthen the construction of spiritual civilization in poor areas, improve the quality of the people in poor areas, and overcome poverty. In poor areas, poverty alleviation education and poverty alleviation targets include farmers and students in poor areas. For farmers, the full use of information technology to help them establish a combination of "online" and "offline" propaganda window. Through douyin, WeChat public platform and other new media means, we will promote the construction of civilized countryside, guide poor farmers to establish positive values, and strengthen the spirit and will of poverty alleviation. To enable them to participate in poverty alleviation activities in a healthy and uplifting spirit. For students, the course system and information-based teaching mode of "supporting ambition" should be constructed to infiltrate

"supporting ambition" into the teaching culture and campus culture. Set up self-confidence and diligence in front of difficulties, guide them to study hard, work hard in the future, and try to get out of trouble.

"Supporting wisdom" is to promote the production and vocational skills of farmers in poor areas. For farmers in poor areas, on the one hand, comprehensive information service platform is used to provide resource survey services, and poverty alleviation technical information is regularly developed to farmers in poor areas. On the other hand, professional and technical personnel should be mobilized to get close to the production and life of farmers in poor areas, and information exchange tools should be used to provide targeted remote guidance for farmers in poor areas and get rid of difficulties.

"Supporting learning" is to promote the quality development of basic education and vocational education in poor areas. From the perspective of teachers, we should promote the professional development of teachers and establish an information-based teaching resource platform for teachers in poverty-stricken areas. Establish a training community network of local teachers, quality school teachers, teaching and research staff, and teaching experts. And organize teachers to carry out network training. At the level of basic education students, the first use of education information, to ensure that the basic education schools in poor areas can formulate the basic curriculum stipulated by the state. To allow school-age children in poor areas to have access to basic education; Secondly, schools in poor areas should make use of information technology to ensure better development of school-age children in poor areas. For students in vocational education schools, virtual reality technology is used to build a "simulation and simulation" vocational technology training platform for students, and a new mode of vocational skills training supported by information technology is created by using this platform.

### **3.2 Informatization Promotes Balanced Development of Basic Education in Poverty-Stricken Areas.**

Schools in poor areas shoulder the great responsibility of educating and training poor students, enabling them to set up lofty ideals, build up confidence and courage to overcome difficulties. It is the core responsibility of school moral education, and also an important part of the education of "raising ambition". At the same time, design and develop high-quality and comprehensive digital education resources in line with the activities of "promoting wisdom" in poor areas. It is an effective way to innovate the school moral education teaching practice mode to combine MOOC, micro-class and other modern teaching forms with the activity of "supporting ambition". Conduct moral education teaching and practice from the shallow level to the deep level. Using the Internet platform, take "support ambition" as the purpose, carry out civilized campus construction, cultivate the will quality of students in poor areas, "set up ideas, take responsibility". At the same time, the application of the network "second classroom" to improve the aspirations of minors in poor areas can effectively improve the effectiveness of the work of "raising aspirations". For example, the primary and secondary school moral education cloud platform established by central China normal university provides comprehensive moral education curriculum resources, environment, space, interaction and other services. It provides a strong support for the school moral education work and "support ambition" activities in poor areas.

Educational informatization promotes the practice of basic education teaching mode and method in poverty-stricken areas. Combining the current situation, characteristics and needs of basic education development in poverty-stricken areas, it is necessary to carry out practical teaching by combining information technology with collaborative learning, independent learning and inquiry learning. Through the exploration of teaching mode and method innovation, make full use of network information resources, explore the policy channels of accurate matching of basic education in poverty-stricken areas supported by information technology. Based on the innovation research of informationized teaching mode and method, the innovative teaching mode and method are applied to the concrete teaching practice, and the realization of "promoting wisdom" promoted by educational informatization. For example, through live broadcasts and online lectures, high-quality school

teachers can teach in poor areas, so that courses with shortage of teachers, such as English, music and fine arts, can be fully open. Provide high-quality and appropriate courses and teaching resources for schools in poor areas through moocs and online courses. To solve the problem that special education courses in some schools are more professional and difficult.

### **3.3 Informatization Promotes the Development of Vocational Education in Poor Areas.**

It is necessary to construct an information technology-supported environment for vocational skill training and practical teaching and improve the practical mode of vocational skill development for students in vocational colleges. The secondary vocational colleges in poor areas should use information technology to analyze the typical cases of education and teaching and carry out relevant research work according to the problems existing in the information teaching. This paper summarizes the experience and strategies of vocational skill development of students in vocational colleges and universities, and puts forward corresponding improvement methods and measures from the perspective of educational informatization of course resource construction, teaching environment construction and teaching mode innovation.

Educational informatization promotes the practice of spiritual poverty alleviation and skill development of peasants in poor areas. To explore specific strategies and methods of educational informatization, and to promote the poverty alleviation of farmers in poor areas, including the design and development of digital educational resources to "foster wisdom". Using information technology to expand the channels of educational resources to help farmers in poor areas. Educational information technology should be used to strengthen the construction of poverty alleviation culture in poverty-stricken areas, to realize the concept reconstruction and cultural transformation under the information environment, and to develop and promote the spirit of poverty alleviation by using advanced information technology. For example, chuxiong, yunnan province, has established a network platform for farmers' cultural quality education, implemented online education and popular science propaganda, and improved the effect of local "intellectual support" on poverty alleviation. In the aspect of developing vocational skills, we should establish and organize information-based education resources, develop personalized poverty alleviation skills for farmers in poor areas, establish information-based "mutual wisdom" communities, and explore effective modes and methods of production and vocational skill development supported by information technology. Track the development of farmers' skills and evaluate their performance, and propose targeted improvement strategies and plans. For example, hui county in gansu province USES the rural distance education system to train the poor and surplus rural labor. Jiangsu agricultural commission has launched the "agricultural science and technology" mobile app, relying on jiangsu agricultural science and technology service cloud platform, to provide professional agricultural technical guidance and accurate docking services for poor farmers.

## **4. Summarizes**

Vocational education accurately is a lot of accurate means for poverty alleviation in is one of the representative, but the current vocational education accurately in the process of poverty alleviation is still unsatisfactory place, such as poor lack of endogenous motivation, lack of coordination subject "simplification", appeal for poverty alleviation, poverty alleviation and effectiveness, etc. How to solve these problems is of great significance to the realization of targeted poverty alleviation and comprehensive poverty alleviation. To solve this problem, the "trinity" poverty alleviation model of vocational education can be constructed by using information as a medium and by means of "supporting wisdom", "supporting ambition" and "supporting learning".

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