Study on the Ways of Training and Practice of New Type of Professional Farmers in the Perspective of Low Carbon Economy

Xu Sun\textsuperscript{a}, Xing Lv\textsuperscript{\textasteriskcentered} and Baihan Liu\textsuperscript{b}

School of Economics and Trade, Jilin Engineering Normal University, Changchun 130000, China

*Corresponding author e-mail: 728604791@qq.com, sunxuskm@163.com, 525026446@qq.com

Abstract. Under the background of "prospering farmers" and "village revitalization", modern agricultural development has raised the economic development agenda. At present, the low-carbon green economy is the general direction of economic development, reducing agricultural pollution, developing green agriculture, and focusing on the development of agricultural low-carbon economy is the current strategic direction of agricultural development. Cultivating new professional farmers is the key to China's agricultural transformation and the only way to develop modern agriculture. The new type of professional peasant refers to high-quality peasants who use agriculture as their main source of economic resources, advanced knowledge, agricultural production management skills, good cooperation, innovation, high social responsibility and market understanding. Compared with traditional peasants, the new professional peasants have the characteristics of new ideas, high quality and professionalism. Rural vocational education must adhere to the goal of serving the "three rural", strengthen the construction of the teaching staff, increase funding and change the teaching methods, in order to better serve the new professional farmers.

1. Introduction
Developing an agricultural low-carbon economy is an inevitable choice for thoroughly implementing the scientific development concept and realizing sustainable development of agriculture. During the "Thirteenth Five-Year Plan" period, the state has made a lot of fruitful work in order to protect the ecological environment and improve the economic income of farmers, based on the transformation requirements of agricultural growth mode, to enhance the scientific quality of farmers, and to make a lot of fruitful work to protect the ecological environment and improve farmers' economic income [1]. However, there is still a contradiction between the improvement of farmers' scientific quality and the development of agricultural low-carbon economy, between economic growth and resources and environment, and between agricultural productivity and production relations. What is important now is that the agricultural low-carbon economy as a new economic form must make farmers accept the main leaders of the party and government at all levels and the rural science and technology associations to attach great importance to this. While further increasing policy support and funding, Efforts will be made to improve the capacity of rural science popularization services and provide a good working
condition and policy environment for farmers' scientific quality education. Only when the scientific quality of farmers is improved can the concept, creativity and planning of agricultural low-carbon economy be turned into a beautiful reality.

2. Defects of current farmers' professional quality

Farmers are the practitioners of the new rural construction. The level of cultural quality of the peasants is directly related to the process of building a new socialist countryside. However, the current quality of farmers still has defects, and there is still a gap between the requirements of new farmers. It is embodied in the following aspects.

2.1. Farmers have low education level and cultural quality needs to be improved

The education level of farmers is an important criterion for measuring the cultural quality of farmers. In the past special historical background, China's urban-rural differential policies and urban-rural separate management have objectively formed a "dual structure" between urban and rural areas, resulting in an unfair distribution of educational resources between urban and rural areas, lack of educational resources in rural areas, and backward educational conditions. The consequence is that the peasants lack cultural knowledge and have a short education period. Relevant information shows that in rural China, by the year 2018, illiterate and semi-literate people accounted for 6.32% of the peasant population, primary school education level accounted for 25.96%, junior high school education level accounted for 48.25%, and high school education level accounted for 7.61%, secondary school and junior college. The above educational levels accounted for 4.95% and 6.91%, respectively, and the average educational years were only 7.4 years [2]. The low level of peasant culture in China directly affects its ability to master new skills, new knowledge, and accept new things.

Table 1. Cultural situation of rural working people.

| years | rural employment (10,000) | Illiterate/semi-literate (%) | primary school (%) | junior high school (%) | high school (%) | secondary school (%) | college and above (%) |
|-------|--------------------------|----------------------------|--------------------|------------------------|----------------|---------------------|-----------------------|
| 1995  | 49025                    | 13.45                      | 36.62              | 43.12                  | 3.14           | 2.22                | 1.45                  |
| 2007  | 48934                    | 8.52                       | 27.56              | 53.12                  | 5.15           | 4.33                | 1.32                  |
| 2018  | 47645                    | 6.32                       | 25.96              | 48.25                  | 7.61           | 4.95                | 6.91                  |

2.2. Limited production skills

According to relevant information, about 6,000 to 7,000 agricultural scientific research results are available each year in China, but the conversion rate is only 30% to 40%, far lower than the level of 70% to 80% in developed countries [3], which makes most of the advanced science and technology cannot be effectively applied. In addition, China's urbanization and labor force structure have shown an increasing trend in recent years. It can be seen from Figure 1 that from 2005 to 2010, China's urbanization rate increased from 42.99% to 47.63%. It is estimated that by 2030, the urbanization rate will reach 64.44%; and the proportion of non-agricultural employment is also increasing year by year. 55.20% in 2005 increased to 62.80% in 2010 and is expected to reach 77.30% by 2030 [4]. It can be seen that the pace of the transfer of agricultural labor to non-agricultural industries is accelerating.
By then, with the adjustment and upgrading of the industrial structure, many enterprises will have higher requirements for the quality and skills of workers. The labor force from the rural areas is often rejected by enterprises because of the lack of necessary vocational skills, resulting in a large number of rural surplus labor, but the enterprise cannot recruit the embarrassing situation of talent. Rural vocational education is to cultivate specialized new farmers who understand technology, accelerate the transformation of agricultural scientific and technological achievements, play a role as a bridge in promoting the integration of production, education and research, and at the same time adapt to the transfer of rural labor to non-agricultural industries in the new and new situations. Really needed.

2.3. Ideological and backward concepts, poor management and management capabilities
Due to the long-term influence of the planned economy and the small-scale peasant economy, many peasants in China have backward ideas that are inconsistent with the development of modern society, mainly in the small wealth, peace, security, and progress. The backwardness of ideas leads to a weak awareness of the peasant market, the ability to adapt to and participate in market competition is not strong, and the lack of innovative spirit of actively intervening in the market and taking risks. Many farmers engaged in planting still stay at the level of traditional farming, extensive management, only simple reproduction, lack of the ability to identify market opportunities and the ability to capture opportunities, and cannot scientifically predict market changes.

3. Rural Vocational Education Services There Are Misunderstandings in the Cultivation of New Farmers
3.1. The concept of vacancies affects the development of rural vocational education
In recent years, due to the influence of various aspects, the society's attention to the senior high school entrance examination and the college entrance examination has gradually warmed up, and vocational education, especially an important part of national education, has not received much attention [5]. Most peasant parents believe that vocational education is a low-class "second-rate education", and the vocational school is a passive and helpless choice. At the same time, rural students tend to jump out of the "farm door" instead of choosing a vocational school. Enrollment expansion in colleges and universities has made rural vocational education worse, and the admission criteria have dropped and even dropped. The low threshold and even the unconditional access system make the foundation of rural vocational schools poor, which seriously affects the teaching order and the quality of teaching.

3.2. Government coordination is insufficient and resource allocation is unbalanced
At present, rural vocational schools have experienced a mixed situation, and the government departments have not balanced the vocational schools on the actual situation of the local rural areas. One of the main reasons for this is that the government's approval of rural vocational schools is not...
strict, and there are many mixed-race schools, among which there are more vocational schools for profit. In addition, the local government's supervision of the school is not enough, lacking scientific and reasonable long-term planning and work co-ordination, which in turn leads to the embarrassing situation of fragmentation, scattered educational resources, unreasonable allocation, and stagnant rural vocational education. For example, the majority of teachers in rural vocational schools with remote and difficult conditions are weak, and the number of professional teachers and skilled teachers is seriously insufficient. At the same time, rural vocational schools have relatively poor conditions for running schools, lack of practical equipment, practice bases, and relatively backward teaching facilities. These have caused great difficulties in teaching.

3.3. The teaching staff is difficult to adapt to the development requirements
First of all, due to the poor living environment in rural areas, the teachers' working environment is difficult and the treatment is generally low. In some areas, even the basic salary of teachers cannot be guaranteed. It is difficult for rural vocational schools to attract and retain high-level teachers, colleges and universities. Graduates are also generally reluctant to go to the countryside to engage in vocational education, which has made it difficult to build a team of rural vocational education teachers. Secondly, the quality of teachers in rural vocational schools is low, and there is a shortage of "double-skilled" teachers. The "double-type" requires teachers to have both a certain theoretical knowledge and corresponding professional practice skills. It is emphasized that teachers who are vocational schools should have both theoretical and practical teaching abilities. At present, more than 50% of the teachers in rural vocational schools are transferred from the original general education posts. The professional knowledge is narrow, the professional skills teaching ability is insufficient, and the practical experience is also small, which directly affects the quality of rural vocational education.

3.4. Insufficient total resources for rural vocational education and training

![Figure 2](image-url)

Figure 2. Proportion of state funding for secondary vocational schools and secondary schools in 2018.

In the survey, it was found that some local rural education and training resources were not integrated enough, and the resource advantages were not fully utilized. Many township and township training facilities are backward, the conditions are poor, and the internship venues are seriously inadequate. Some training bases are not strong enough to carry out modern new technical skills training with high technical requirements. About 92.52% of the respondents thought that they could not participate in vocational training because there were no schools in the local area, and about 51.2% of the respondents thought that rural vocational education training lacked effective organization and reasonable guidance, lacked training entities, Insufficient total training resources is still an important factor hindering the effective role of rural vocational education and training in the cultivation of new farmers. At the same time, about 27.68% of the people think that the faculty of education and training
is not strong, and it is difficult to carry out modern new technical skills training with high technical requirements.

4. Training new farmers and developing rural vocational education

4.1. Adhere to the goal of serving the "three rural"
To build a new socialist countryside and accelerate urbanization, we must comprehensively improve the quality of the agricultural workforce, develop a low-carbon economy in rural areas, and comprehensively improve the professional level of farmers. The purpose of rural vocational education is the vast agricultural workforce. The purpose is to train a group of agricultural practical talents with professional, technical and intellectual knowledge. Rural vocational education should be oriented to the direction of running a school, and closely focus on the development of modern agriculture. First of all, we should adhere to the goal of running schools for agriculture, rural areas and farmers. Rural vocational education serves farmers, agriculture and rural areas. It is the realistic need for the development of "agriculture, rural areas and farmers" and the driving force for rural vocational education. The orientation of rural vocational education should serve farmers, cultivate rich leaders for rural development, and transport high-quality talents with high cultural quality and strong practical ability for the first line of agricultural production. Second, we must pay attention to the goal of cultivating new professional farmers. New-type professional peasants are the main body of rural development in the future. Rural vocational education must take the cultivation of new-type professional peasants as the direction of development, and cultivate new-type professional peasants with high comprehensive quality that can meet the needs of agricultural modernization development, and inject fresh power into the development of rural areas. Therefore, rural vocational education should change the current wrong tendency to serve the city, change the situation of exam-oriented education, pay attention to the cultivation of students' ability, and make rural vocational schools truly become an important base for cultivating high-quality workers.

4.2. Strengthening the construction of a new professional peasant training faculty
Further improve and refine the agricultural industry standards, based on this, establish the professional standards for the training of new professional farmers, and establish a new professional farmers training teacher qualification certificate system. Establish a new type of professional peasant training teacher training system and system, unblock the teacher education channel, encourage college students to obtain new professional peasant training teacher qualifications, and provide theoretical opportunities for "earth experts" to become a high-quality new profession with both theory and practice. Farmers train teachers. The state should also provide protection for the basic rights and interests of new professional farmers in cultivating teachers from the perspective of policies and regulations, improve their enthusiasm for teaching, and encourage more people to engage in such a meaningful work, and enrich the team of new professional farmers to train teachers.

4.3. Increase funding for rural vocational education
Rural vocational education is a basic public welfare undertaking, and its essence is to "help the farmers." The key to solving the problem of rural vocational education funding is government investment. Compared with general education, the cost of vocational education is too small, the experimental training equipment is not updated, and the school conditions are poor, which seriously affects the students' enthusiasm for learning and the sustainable development of the school. Therefore, the government should continue to increase funding for rural vocational education, set up special funds for vocational education, and provide more and better material foundations, making it a strong backing for the development of rural vocational education. At the same time, it is necessary to establish a supervision department to supervise the issuance and use of rural vocational education funds so that they can be truly implemented and avoided misappropriation and misuse. Rural vocational schools should also broaden the sources of funds and provide more preferential measures to
stimulate the interest of new professional farmers to participate in rural vocational education. Rural vocational schools should effectively put students' professional ability and professional quality in the prominent position of running schools, aim at employment, market demand, and according to the needs of production development and the quantity, quality, structure and flow of local human resources. Advance with the times to develop non-agricultural professions that adapt to the employment needs of the urban employment market and promote the transfer of rural surplus labor to the secondary and tertiary industries and emerging industries. Moreover, it is necessary to provide preferential policies for the employment of graduates in rural vocational schools, and carry out certain tax reductions and loan support for self-employed vocational college graduates to enhance the enthusiasm of rural students to receive vocational education.

4.4. Speeding up the reform of rural vocational education curriculum based on the market

According to relevant experts, the large number of talents needed in the 21st century is the "grey collar" between "white-collar" and "blue-collar". This is a combination and practicality that has both good theoretical literacy and practical practice. Talent. Rural vocational education should adapt to this need, accelerate the pace of reform, and strive to make the cultivated talents "learn and use, marketable." First, professional settings should be made based on the needs of the local economy. For those traditional agricultural professions whose teaching content is outdated and the performance is deteriorating in agriculture and rural economic development, they should be boldly abandoned. On the one hand, they should strive to develop new agricultural majors with remarkable characteristics of the times and development potential, and on the other hand, develop and adapt to the job market. The non-agricultural profession that needs and promotes the transfer of rural labor to the secondary and tertiary industries will gradually transform the traditional rural vocational education structure, which is mainly based on agricultural science, into the professional structure of rural vocational education combining agricultural and non-agricultural professions. Second, we should ensure the implementation of practical teaching content. It is necessary to adjust the teaching plan, ensure the time and content of the practical teaching link, and cultivate the practical ability throughout the whole process of teaching. Generally speaking, the ratio of theoretical teaching hours to practical teaching hours should be at least 6:4. Finally, a standardized internship system should be established to implement standardized off-campus internships. If it is a talent cultivated for the primary industry, it should go to the field. If it is a talent for the secondary and tertiary industries, the school should establish a sound cooperative relationship with the internship enterprise, strengthen the planning of the enterprise internship, and establish a sound monitoring system.

5. Results

Firstly, through the implementation of new occupational agriculture training under low-carbon economy conditions, a number of new-type professional farmers have been trained for the construction of new rural areas. With the goal of cultivating new farmers who have "culture, technology, management, and entrepreneurship", they will send agricultural science and technology, new rural culture, and agricultural industrial policies to farmers, and cultivate a group of large professional households and family farm operators. New-type professional farmers represented by farmers' cooperatives and rural brokers have achieved fruitful results.

Secondly, help farmers establish a low-carbon economic development concept and effectively promote the transformation of production and management methods. According to the investigation of green vegetable planting base, teachers helped to introduce new varieties, promote new technologies, improve vegetable quality, enhance marketing concepts, build a pollution-free vegetable production base, and mobilize villagers to set up vegetable development cooperatives to help increase farmers' GDP.

Thirdly, the peasant students mastered the agricultural science production technology through the study of "going to the countryside and going to the countryside", which increased the output and quality of agricultural products and increased the income from agricultural production.
Finally, through the new peasant training channel, the peasant students know how to use the legal knowledge they learned to protect their legitimate rights and interests, resolve disputes, improve the overall quality of farmers, and promote the construction of new countryside.

6. Conclusion
The implementation of the agricultural low-carbon economy requires not only the regulation and policy and science and technology to support, but also the overall improvement of the scientific quality of the farmers. Without this foundation, the development of an agricultural low-carbon economy is difficult to move forward. Therefore, it is necessary to earnestly strengthen the scientific quality education of the peasant team, truly implement the "Outline of the National Science Quality Action Plan", and let the new farmers with scientific ideas, scientific spirit, scientific knowledge and methods put the concept and creativity of low-carbon economy in agriculture. Planning becomes a beautiful reality.

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