Research on Cultivation Ways of New-Type Professional Farmers under the Background of Rural Revitalization Strategy

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Abstract: Due to the focus on solving the issues concerning agriculture, rural areas and peasantry, the 19th National Congress of the Communist Party of China proposed a rural revitalization strategy. In this era, new-type professional farmers came into being. They helped the development of agriculture and accelerated the process of rural revitalization. However, there are still some obvious problems which urgently need to take corresponding improvement measures in the cultivation and development of new-type professional farmers. To solve these problems, it is required to set a premium on basic education in rural areas and promote advanced technology; cultivate correct professional values and improve the social status of farmers; adhere to the training model that combines theory with practice and enrich teaching methods; pay attention to the targeted training of talents at different levels and form reasonable teaching structures; coordinate agricultural development planning and develop regional characteristic agriculture.

Keywords: Rural Revitalization; New-Type Professional Farmers; Cultivation Ways

1. Rural revitalization and new-type professional farmers

On October 18, 2017, comrade Xi Jinping put forward the strategy of rural revitalization in the report of the 19th CPC National Congress. He pointed out that the issue of rural, agriculture and peasants is a fundamental issue related to the national economy and people’s livelihood, and we must always take the resolution of the issues concerning agriculture, rural areas and peasantry as the top priority of the party’s work. On December 29 of the same year, the Central Rural Work Conference first proposed to take the road of socialist rural revitalization with Chinese characteristics to make agriculture become a promising industry, make farmers become an attractive profession, and make the countryside become a beautiful home for living and working in peace and contentment[1]. However, with the continuous advancement of urbanization, more and more rural middle-aged and young people choose to leave their hometowns, hoping to seek development in first-and-second-tier cities. This trend has led to a decrease in the number of agricultural workers, and most of them are elderly people with lower education levels. Under this background, the new-type professional farmers came into being. They are a group of modern agricultural practitioners who take agriculture as their profession with corresponding professional skills, and their income is mainly derived from agricultural production and management and reach a considerable level. The emergence of new-type professional farmers has provided a strong guarantee for promoting the development of Chinese traditional agriculture to modern agriculture, and has accelerated the implementation of the rural revitalization strategy[2].
2. Current status and existing problems of training new-type professional farmers in China

With the continuous development of the training of new-type professional farmers in China, an increasing number of people realize the importance of agricultural development and devote themselves to it. The situation of no one working in farming and knowing how to farm has taken a turn for the better. But at the same time, some obvious problems have emerged in the training and development of new-type professional farmers[3].

2.1 Farmers who are generally less educated and less receptive to new technologies

Due to the low level of education in rural areas and imperfect infrastructure, the traditional farmers who choose to stay in the countryside are relatively ignorant, and after decades of accumulation, they have formed a set of their own patterns of farm work. Therefore, it is not easy to change their way of thinking to accept new technologies. Especially in the backward areas, people over there do not have a high degree of understanding of new technologies, nor will they be so easy to use, lack of awareness of independent learning and active practice.

2.2 Serious brain drain caused by the transfer of rural labor force to cities

With the continuous development of society and economy, many rural children hope to change their destiny through knowledge. They study hard, go out of the countryside, and want to have their own world in big cities. And many young adults, for their livelihood, come to big cities to seek development and support their families. Many regions even encourage the next generation not to engage in agriculture and despise farmers[4]. All these phenomena show that there is a lack of high-quality labor in the rural areas today. They export a large amount of manpower to the cities, but only a very small number of people will return to the countryside to engage in agricultural work.

2.3 Single, untimely and unpractical training mode

At present, the training mode of new-type professional farmers is relatively single. The organizations have not carried out deeper exploration, emphasize theory rather than practice, ignore the timeliness of training, and there is a big difference between the content of the training and the actual problems faced by farmers. In addition, training programs in many regions are one-off courses or only a few lessons, which do not form complete teaching models or compile specific teaching bibliographies. It is bootless to help farmers solve practical problems.

2.4 Unclear agricultural division of labor and inefficient development

Different regions have different agricultural characteristics, and different farmers have different division of labor, which is not recognized by many training institutions[5]. A key mistake is the failure to conduct in-depth research on the characteristics of agricultural development in various regions. Based on this, we should judge what kind of development path to take and what type of agricultural talents to train. If all farmers are trained together, ignoring their differences in education levels, professional fields and work directions, it will undoubtedly greatly reduce the efficiency of training and make the training lack of pertinence.

2.5 Unsystematic government’s planning measures and the overall reduced relevance

Although the training of new-type professional farmers has received strong support from the state in terms of policies, funds and social security, there are still some shortcomings in specific implementation. The local government’s management of training institutions is relatively loose, and the training content and objectives are not systematically planned. This has caused a certain degree of waste of resources in terms of manpower and funds. On the other hand, the government has not launched specific integration work for local agriculture, each link is not closely connected.

3. Ways to cultivate new-type professional farmers under the background of rural revitalization
In order to speed up the transition from traditional agriculture to modern agriculture in China, and continue to promote the implementation of the rural revitalization strategy, it is very necessary to further improve the training methods of new professional farmers.

3.1 Setting a premium on basic education in rural areas and promoting advanced technology

With the development of society and the advancement of science and technology, the state has paid more attention to the education and development of rural youth. Therefore, the government must increase investment in rural education funds and teachers so that children in rural areas have equal opportunities to receive education as children in cities. For those who are engaged in agricultural work, the government should strengthen communication, regularly organize and teach some new knowledge and skills to help farmers effectively use advanced technology in society to keep up with the trend of social development⑥.

3.2 Cultivating correct professional values and improving the social status of farmers

Agriculture, as China’s primary industry, is the foundation for the development of the national economy. The contribution of farmers in society is enormous, but at the same time, their social status is extremely low. Therefore, in addition to strengthening educational investment in rural areas, the government should promote correct professional values and professional equality, so that children can establish the ideas of “respecting agriculture”, “loving agriculture” and “emphasizing agriculture” from an early age to enhance the social status of farmers to a certain extent⑦.

3.3 Adhere to the training model that combines theory with practice and enrich teaching methods

The problems involved in agriculture cannot be properly solved through obscure theoretical knowledge only. Training institutions must combine the differences in factors such as seasons, climate, characteristics of agricultural products, and regional locations to organize farmers to carry out specific practices in order to further explore the causes of the problem and its results and then generate final conclusions. During the suspension of teaching activities, the organization should also design a set of complete procedures, combined with the use of some network platforms, to answer the questions raised by farmers in time, which can effectively improve training efficiency and saving resources.

3.4 Paying attention to the targeted training of talents at different levels and forming reasonable teaching structures

Agriculture covers a wide range. It includes not only plantation, but also fisheries, forestry, animal husbandry and agricultural products processing. Especially in recent years, the large-scale development of local tourism resources has also promoted the development of sightseeing agriculture. In addition, due to the improvement of the national education level, schools have strictly subdivided majors, and a great number of people with higher education have devoted themselves to the agricultural industry. All these trends indicate that training institutions must scientifically divide new-type professional farmers according to different professional fields and different educational backgrounds, and then organize teaching activities in a targeted manner⑧-⑩.

3.5 Coordinating agricultural development planning and developing regional characteristic agriculture

Each region has its own diverse characteristics of agricultural development. Before organizing teaching activities, the local government should conduct in-depth investigations into the different branches of the agricultural industry in the area under its jurisdiction, understand the substantive problems faced by farmers, and organize experts to carry out scientific integration and planning of each branch, so that the agriculture in the region industrial branches can be interconnected, interdependent, and support each other to promote the development of regional characteristic agriculture. In addition, many relevant departments are involved in the training of new-type professional farmers. The government needs to clarify the responsibilities of each department, coordinate the relationship between all parties, and provide a
solid guarantee for the training of new-type professional farmers.

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