

# The Paths for Higher Vocational Colleges of Culture and Tourism to Serve Rural Revitalization: Taking Nanchong Vocational College of Culture and Tourism as an Example

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**Abstract:** *Rural revitalization is an essential part of achieving Chinese-style modernization, an inevitable choice for common prosperity, and an important vehicle for the high-quality development of colleges and universities. At present, there are issues such as insufficient service awareness and capabilities, single service forms, supply-demand mismatch, and inadequate incentive and safeguard mechanisms in the service of rural revitalization by higher vocational colleges of culture and tourism. The solutions are to effectively improve the service awareness and capabilities of faculty and staff, enrich service forms and carriers, bridge the gap between supply and demand, and reform incentive safeguard mechanisms.*

**Keywords:** Rural revitalization, Industrial revitalization, Cultural revitalization, Higher vocational colleges.

## 1. Introduction

Rural revitalization is an integral part of achieving a modernization with Chinese characteristics, an inevitable choice for achieving common prosperity, and an important vehicle for high-quality development of colleges and universities. Higher vocational colleges of culture and tourism are the cradle for cultivating the technical and skilled talents needed for rural revitalization, especially those for industrial and cultural revitalization. Currently, higher vocational colleges of culture and tourism face issues in serving rural revitalization, such as insufficient awareness and capacity in service, singular service forms, mismatch between supply and demand, and inadequate mechanisms for service incentives and safeguards. Therefore, it is necessary to sort out the problems existing in the process of higher vocational colleges of culture and tourism serving rural revitalization, analyze the causes of these problems, and propose strategies and suggestions for these colleges to better serve rural revitalization.

## 2. The Necessity of Higher Vocational Colleges of Culture and Tourism Serving Rural Revitalization

Rural revitalization needs talents, and higher vocational colleges cultivate talents, showing a high degree of complementarity between the two. The service of higher vocational colleges of culture and tourism to rural revitalization is an urgent need to implement the national rural revitalization strategy, an inevitable requirement to fulfill the social service function of colleges and universities, and a practical choice for the high-quality development of higher vocational colleges.

### 2.1 The Urgent Need to Implement the Rural Revitalization Strategy

Talent is the primary resource and the main force in

implementing the rural revitalization strategy. The revitalization of various aspects of the countryside, including industry, culture, ecology, and organization, all require the support of talent. A talent team with sufficient numbers, a reasonable structure, and appropriate capabilities is the foundation for achieving rural revitalization. The development of collective economy and various types of industries such as citrus industry and forest-based industry in rural areas requires industrial talents who understand planting technology and are adept at business management; the cultural revitalization of rural areas requires talents with the ability to creatively transform and innovatively develop culture; the ecological revitalization of rural areas requires specialized talents with environmental awareness and mastery of environmental protection technology; the organizational revitalization of rural areas requires professional technical talents with village organization management capabilities and wealth creation abilities.

### 2.2 The Inevitable Requirement to Fulfill the Social Service Function of Colleges and Universities

Serving society is one of the five major functions of colleges and universities, and this is especially true for higher vocational colleges that are closely connected with the economic society. In the new era, the development of colleges and universities has shifted from scale expansion to connotation-oriented high-quality development. One of the criteria for evaluating the high-quality development of colleges and universities is the effectiveness and impact of serving society. Therefore, the service of higher vocational colleges of culture and tourism to rural revitalization is an inevitable requirement to fulfill the social service function of colleges and universities. On the one hand, higher vocational colleges of culture and tourism can provide talents in various aspects for rural revitalization; on the other hand, they can provide services for the industrial and cultural development of rural areas.

### 2.3 The Practical Choice for High-Quality Development of

## Higher Vocational Colleges

Amidst the backdrop of a sharp decline in birth rates and intense competition among higher vocational colleges, achieving high-quality development necessitates grounding in the needs of the local economic and social landscape, and providing the urgently needed talent and intellectual support. In the process of serving the development of local economies and societies, higher vocational colleges, based on the principles of educational internal and external relationships, can engage in the exchange of information, materials, and energy with rural areas. This exchange enhances their capacity for talent cultivation and social service, allowing them to forge distinctive educational features and brands, thereby achieving their own high-quality development.

### 3. Problems and Causes in the Process of Higher Vocational Colleges of Culture and Tourism Serving Rural Revitalization

Based on the actual work of serving rural revitalization and analysis of relevant information such as personal interviews, it is currently evident that the service of Nanchong Vocational College of Culture and Tourism to rural revitalization faces several issues, including insufficient service awareness and capabilities, singular service forms, mismatch between service supply and demand, and inadequate mechanisms for service incentives and safeguards.

#### 3.1 Insufficiency in Service Awareness and Capabilities

As a higher vocational college of culture and tourism, Nanchong Vocational College of Culture and Tourism has actively utilized its cultural and tourism talents and intellectual advantages in the process of serving rural revitalization, contributing to the cultural and rural tourism development of Chaoyang Village in the southern county. However, as a newly established institution, the average age of the faculty and staff is 28 years old. While the young faculty and staff are full of vitality, they lack the initiative and practical ability to serve rural revitalization. Specifically, some young faculty and staff are reluctant to serve in rural areas, partly because of the inconvenient transportation in rural areas, making travel difficult; on the other hand, it is due to the lack of experience in rural planting and breeding techniques and the management of rural collective economy enterprises. Some older faculty and staff are unwilling to serve in rural areas, partly due to family reasons, needing to take care of children or the elderly; on the other hand, it is because they have been confined to teaching tasks within the school for many years, with few opportunities or time to engage in practical positions in enterprises related to their professions, thus worrying that their knowledge and application capabilities may not meet the actual needs of rural revitalization work.

#### 3.2 Monotony in Service Forms

In serving rural revitalization, Nanchong Vocational College of Culture and Tourism primarily adopts forms such as self-service and guiding student volunteer service, and cadres serving as the first secretary of the village party branch. There are few service carriers and the forms are singular. The

reasons are twofold: firstly, on the theoretical level, Nanchong Vocational College of Culture and Tourism is a newly established institution with only three years of history. The college lacks a dedicated research team for rural revitalization and has not established a specialized research center for rural revitalization, resulting in a lack of theoretical guidance for service. Secondly, on the practical level, the college's management team and ordinary teachers lack practical experience in serving rural revitalization and are unsure of what methods can be adopted to better serve the cause.

#### 3.3 Mismatch Between Service Supply and Demand

Under the background of rural revitalization, the services needed by the countryside mainly focus on culture, technology, and business management, specifically manifested in long-term tutoring for left-behind children, regular planting technology guidance, seasonal sales of agricultural and sideline product sales, and regular business management guidance for village collective economies. However, due to various constraints, the current supply of services by higher vocational colleges to rural revitalization can only achieve the construction of cultural walls in rural public places, occasional tutoring for left-behind children, intermittent planting technology guidance, and low-level seasonal sales of agricultural and sideline products, as well as regular business management guidance for village collective economies. There is a prominent mismatch between what higher vocational colleges can provide and what the countryside actually needs.

#### 3.4 Inadequacy of Service Incentive and Safeguard Mechanisms

In addition, the college's service to rural revitalization is also affected by the inadequacy of incentive and safeguard mechanisms. Firstly, although the college has formulated management methods for faculty and staff to serve rural revitalization, the effectiveness of the incentives is insufficient. Specifically, the management method stipulates that ordinary teachers can participate in the evaluation for promotion half a year earlier when serving rural revitalization. However, the evaluation for promotion in colleges and universities is generally conducted once a year, thus this incentive measure cannot truly motivate ordinary teachers to actively participate in serving rural revitalization. Secondly, the college's element guarantee is not sufficient. Serving rural revitalization requires financial support, but the college's educational funds are limited, and to a large extent, they cannot meet the financial needs of rural revitalization.

### 4. Optimizing the Paths for Higher Vocational Colleges of Culture and Tourism to Serve Rural Revitalization

To address the aforementioned issues, higher vocational colleges of culture and tourism need to refine relevant systems, effectively enhance the service awareness and capabilities of faculty and staff, diversify service forms and carriers, bridge the gap between supply and demand, and reform incentive and safeguard mechanisms.

#### 4.1 Enhancing the Service Awareness and Capabilities of

## Faculty and Staff

Whether it is the teaching ability of teachers or the work ability of staff, both require enhancement through practical activities. Marx pointed out in his “Theses on Feuerbach” that “all social life is essentially practical [1].” Therefore, teachers and staff should establish the concept that serving rural revitalization is a means to improve their talent cultivation abilities, and strengthen their initiative to actively participate in social practice activities related to rural revitalization, thereby enhancing their professional, practical, and leadership capabilities.

Firstly, enhance one’s professional capabilities in serving rural revitalization. For professional teachers in tourism management, they can apply theoretical knowledge such as rural tourism planning and design, homestay operations, tourism e-commerce, and the development and operation of study bases to the work of serving rural revitalization. For professional teachers in economic management, they can apply professional knowledge such as live e-commerce, new media marketing, and corporate management to the practical fields of agricultural and sideline product e-commerce sales, brand building, and corporate financial management. For professional teachers in culture and arts, they can apply professional knowledge such as rural culture exploration and transformation, construction of rural cultural walls, and village history museum construction to the work of serving rural revitalization. The integration of theoretical knowledge and practice will help teachers deepen their understanding of theoretical knowledge and practical application capabilities, thereby enhancing their professional capabilities.

Secondly, in the process of serving rural revitalization, one should enhance their practical abilities. Practice is the sole criterion for testing truth. At the Fifth Plenary Session of the 18th Central Committee of the Party, General Secretary Xi Jinping proposed that “adherence to innovation and development means placing innovation at the core of the overall national development, permeating all aspects of the country’s work with innovation, and making innovation a prevailing trend throughout society [2].” The new theories of rural cultural revitalization and industrial revitalization proposed by professional teachers through scientific research, as well as the ideas and creative concepts of students participating in innovation and entrepreneurship competitions related to rural revitalization, need to be tested in practice. In practice, professional teachers can further master the methods and skills of transforming theory into practical application through embodied experience and reflective understanding, thereby also improving their teaching abilities.

Lastly, in the process of serving rural revitalization, one should enhance their leadership abilities. Whether it is serving the cultural revitalization of the countryside or the industrial revitalization of the countryside, such work is often carried out in a project-based manner. Therefore, professional teachers need to have certain project management and leadership skills [3]. As the project leader, professional teachers need to integrate the strength of village cadres, respected elders, wealth leaders, technical experts, farmers, schools, and government functional departments. This requires professional teachers to apply leadership science

knowledge and implement scientific management and leadership based on leadership theory.

## 4.2 Enriching the Forms and Carriers of Rural Revitalization Services

In addition to serving rural revitalization through volunteer services by teachers and students, and cadres serving as the first secretary of the village party branch, higher vocational colleges of culture and tourism can also broaden the forms and carriers of service to rural revitalization through innovation competitions, entrepreneurship projects, and on-the-job training.

Firstly, the new era is an era of innovation. To equip students with innovative abilities, teachers must possess strong innovative capabilities themselves. Innovation competitions serve as a testing ground for the innovative abilities of teachers. Teachers can combine service to rural revitalization with participation in innovation competitions, discovering ideas and mining projects in the practice of rural revitalization. For example, drawing from the cultural elements of Langzhong shadow puppetry and door panel painting, teachers can creatively transform these elements based on modern aesthetics and life needs to develop new products. These new products, after being tested in competitions, continuously improved, and financed by investors, can quickly enter the market, thereby promoting the economic and cultural development of the countryside.

Secondly, on the basis of participating in innovation contests, professional teachers can also incubate more mature projects and carry out operational activities to promote the revitalization of rural industries. For instance, in villages with concentrated ethnic minorities and beautiful natural scenery, the development of rural tourism can be fostered. This can be achieved through the construction of locally-featured homestays, development of tourist attractions, and promotion of local specialty products, implementing project-based or company-based operations [4].

Thirdly, in accordance with national policy requirements and the practical needs of teaching, professional teachers from vocational colleges are required to engage in on-the-job practice at enterprises. Consequently, professional teachers can integrate their on-the-job practice tasks with the service of rural revitalization. During the on-the-job practice for rural revitalization, by interacting with and learning from business owners and customers, they can not only enhance their own comprehensive abilities but also meet the actual needs of the countryside, thereby achieving the revitalization of rural industries.

## 4.3 Precise Matching of Supply and Demand

Enhancing the effectiveness of higher vocational colleges of culture and tourism in serving rural revitalization requires conducting demand research based on the actual situation of the countryside. Based on this, a matching list of supply and demand should be formulated by combining the needs of the countryside and the capabilities of the school, and resources should be matched and practices carried out according to the list. Nanchong Vocational College of Culture and Tourism, on

the basis of research and school-village communication, has determined the content of ideological services, namely long-term academic tutoring for left-behind children, regular planting technology guidance, seasonal sales of agricultural and sideline products, and regular management guidance for village collective economy.

Firstly, an online platform for long-term academic tutoring for left-behind children should be established. Talent is the primary resource for achieving rural revitalization, and therefore, the growth and learning issues of left-behind children must be highly valued. Due to spatial limitations, higher vocational colleges of culture and tourism can carry out long-term academic tutoring for rural left-behind children through the establishment of an online tutoring system. The school can release a list of long-term academic tutoring needs for left-behind children in the countryside to all teachers and students, organize the pairing of tutors and tutees, establish online communication channels or platforms such as WeChat, agree on the content and time of tutoring, and carry out tutoring work. In addition, to ensure the quality of tutoring, the school should also establish corresponding incentive systems or management methods to regulate the behavior of teachers and students, and improve their enthusiasm for service and the quality of tutoring.

Secondly, specialized planting technology guidance should be provided to support rural agriculture. In response to rural planting, the school can arrange teachers from planting-related majors to carry out professional planting technology guidance services. For example, large-scale planting of selenium-rich rice, citrus, and other plants requires professional planting technology guidance. On the one hand, the school can plan and arrange professional teachers to visit planting bases in turn to carry out planting technology exchange and guidance work; on the other hand, establish an information exchange and regular communication mechanism between professional teachers and rural planting industry owners, purchase information-based planting management facilities and equipment, and timely intervene in the guidance process through information-based equipment to achieve regular online and offline technical guidance.

Thirdly, enhancing the sale of seasonal agricultural products in rural areas necessitates the strategic application of e-commerce solutions by higher vocational colleges of culture and tourism. As one of the main sources of income in rural areas, these products have seasonal and time-sensitive characteristics, often ripening and coming to market at the same time, which poses a challenge to their sales. In rural areas, seasonal products such as fruits, due to the lack of cold chain storage facilities, cannot be preserved for a long time, leading to spoilage on the ground and trees, resulting in certain economic losses. In light of this, teachers and students majoring in economic management from the school can help operate and maintain rural e-commerce workstations. They can prepare marketing copy and e-commerce live broadcasts in the early stage, carry out online sales and shipping of products in the middle stage, and conduct financial inventory and business review in the later stage, thereby helping to sell seasonal agricultural and sideline products in the countryside.

Fourthly, the village collective economy is regularly guided in

its management practices. Currently, the village collective economy is mostly presented in the form of a corporate system. These companies are responsible for the management of planting products, breeding products, and cultural tourism products in the countryside, and are an important force in increasing the income of the village collective economy. However, due to the lack of professional talents in the countryside, these companies have unmanaged accounting books, imprecise assessment of operational efficiency, and difficulty in improving production efficiency. Therefore, the school can arrange teachers and students from majors such as big data and accounting, and business management to provide one-on-one services to rural companies in a team manner.

#### 4.4 Reforming the Incentive and Security Mechanism

The establishment of a robust incentive and security mechanism is essential for ensuring that higher vocational colleges consistently deliver high-quality services to support rural revitalization. It is imperative that higher vocational colleges of culture and tourism concentrate on refining and enhancing their systems related to the evaluation and appointment of professional titles, job rank advancements, and the bestowal of honorary titles. These reforms aim to stimulate the enthusiasm of faculty and students to actively engage in the cause of rural revitalization.

Firstly, the professional title evaluation system must be revised and enhanced. The system should accommodate teachers who have contributed significantly to the economic and social development within the framework of rural revitalization, by permitting them to apply for accelerated professional title promotions. This involves two key changes: first, eliminating the time constraint so that these teachers can be considered for title promotion one year ahead of their peers who have not participated in rural revitalization efforts; and second, relaxing the condition that typically requires the publication of core papers, allowing economic and social impact to be considered as fulfilling such requirements.

Secondly, the job rank promotion system within institutions of higher learning should be revised to reflect the importance of rural revitalization service. As job rank advancement often correlates with increased salary, it is a significant concern for educators. Schools should integrate the contribution of teachers to rural revitalization into their job rank promotion policies, clarifying that those who excel in these services will be given priority for promotion under identical conditions.

Thirdly, the cadre selection and appointment system, along with the system for granting honorary titles, requires reformation. The first aspect involves adjusting the selection and appointment processes to favor teachers and staff who have demonstrated significant contributions and management capabilities in rural revitalization, ensuring that they are considered first for leadership roles. This approach underscores a merit-based employment philosophy, fostering the development of a competent workforce and the high-quality progression of the institution. The second aspect is the enhancement of the system for awarding honorary titles, ensuring that those who distinguish themselves through outstanding performance and achievements in rural revitalization are recognized with accolades such as the

“Principal’s Special Award” or the “Outstanding Contribution Award”, thereby this approach encourages these teachers and staff to continue striving for better results, inspiring them to persist in their endeavors and achieve even greater success.

## 5. Conclusion

Rural revitalization is an important vehicle for promoting the modernization of Chinese rural areas, and serving rural revitalization is an effective way for higher vocational colleges of culture and tourism to enhance their educational capabilities and achieve high-quality development. Therefore, colleges and universities should actively act in line with their educational characteristics and resource endowments to make greater contributions to the revitalization of rural industries, culture, talent, and organizations. At the same time, we must also deeply recognize that rural revitalization is a systematic project. Colleges and universities should pay attention to systematic planning and scientific deployment, effectively integrate resources inside and outside the school, continuously optimize service methods and means, and promptly adjust service content and institutional mechanisms to enhance the timeliness and effectiveness of serving rural revitalization.

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