

Modernizing Rural Vocational Education in China: Challenges, Strategies, and Pathways Toward Common Prosperity

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Abstract: *Through further research and reflection on the historical evolution and connotation characteristics of modernization of rural vocational education in China, it is concluded that it faces many dilemmas, such as weak teaching staff, imperfect infrastructure, unsound education courses, and lack of education awareness. Therefore, in the new era and new journey, it is necessary to strengthen the Party's leadership over rural vocational education, strengthen the internal training and external introduction of rural vocational teachers, strengthen the integration of production and education in rural vocational education, strengthen the construction of digital empowerment of rural vocational education, and strengthen the innovation of farmers' vocational education concepts, so as to achieve the high-quality development of rural vocational education, provide a high-quality professional talent team for rural revitalization, and achieve the goal of common prosperity.*

Keywords: Rural vocational education, Modernization, teacher development, Industry-education integration, Digital empowerment, Rural revitalization, Common prosperity.

1. Introduction

The report of the 20th National Congress of the Communist Party of China put forward that the mission and task of the Communist Party of China in the new era and new journey is to "promote the great rejuvenation of the Chinese nation in an all-round way through Chinese-style modernization" [1]. At present, the biggest shortcoming of Chinese-style modernization is the labor force. Therefore, the improvement of labor force education is an indispensable part of the promotion of modernization. Agriculture and rural areas are the weakest links in Chinese-style modernization. Only by modernizing rural vocational education and using vocational education to empower agriculture, rural areas and farmers can we solve the shortcoming of the overall low quality of rural labor force and thus solve the "three rural" issues. Chinese-style modernization is an all-round modernization, a modernization in which all fields advance in parallel. Therefore, the promotion of rural vocational education modernization also needs to take Chinese-style modernization as the foundation to promote the modernization of rural vocational education in China. At present, the promotion of rural vocational education modernization in China still faces setbacks. Therefore, it is necessary to explore the implementation path from the connotation essence and historical evolution of rural vocational education modernization in China, so as to deepen the understanding of both "Chinese-style modernization" and "rural vocational education", and thus provide solutions for promoting the modernization of rural vocational education in China in the new era and new journey, promote the key work of the rural revitalization strategy, and finally achieve the goal of common prosperity for all people.

2. Historical Evolution of Modernization of Rural Vocational Education in the New Era

2.1 Initial Sprouting Stage (1921 - 1949)

China's vocational education germinated during the Westernization Movement. Through the proposition of "Chinese learning as the foundation and Western learning for application", new-style schools were established to cultivate new-style technical talents proficient in military affairs, foreign languages, technology, etc. Rural vocational education was also quietly influenced and initially germinated. In 1921, the Communist Party of China was founded, and Chinese rural vocational education We have ushered in a formal opportunity for development. During the initial stage of the Party's founding, the Communist Party of China dispatched Communist Party members back to their hometowns, led the local people to fight against landlords, distribute land, and establish peasant associations. The construction of peasant associations played a certain role in rural vocational education. During the Agrarian Revolutionary War, the Communist Party of China established a large number of schools in the Soviet areas to cultivate agricultural cadres and agricultural technical talents. During the War of Resistance against Japanese Aggression, in order to meet the needs of the war, various remedial schools were established, and various literacy campaigns and sports activities were carried out. During the Liberation War, the Communist Party of China implemented the new democratic education policy of being national, scientific, and popular, and combined education with productive labor, and rural vocational education obtained initial development.

2.2 The Tortuous Exploration Stage (1949 - 1978)

In December 1949, the First National Education Conference clearly pointed out that the educational goal of New China was to strengthen workers' and peasants' education and cultivate a large number of worker-peasant intellectual cadres on the basis of borrowing Soviet educational experience and the educational experience of old China. At the same time, the construction of secondary technical schools was also strengthened to cultivate a large number of secondary construction cadres and talents. However, the development still encountered setbacks. After 1956, Chinese rural

vocational education entered a tortuous exploration stage. Especially with the acceleration of the construction speed of vocational education, many unreasonable places emerged. For example, in the construction of rural vocational schools, only the quantity of construction and the total number of educated groups were pursued, while the content and curriculum construction of vocational education were ignored, resulting in the scale of vocational education exceeding the expected goal. During this process, even some places discontinued the early-established agricultural technical schools, resulting in the development of rural vocational education in twists and turns.

2.3 The All-out Development Stage (1978 - 2012)

Since the reform and opening up, China's focus of work has shifted to "economic construction", and rural vocational education in China has developed rapidly. In 1978, Deng Xiaoping pointed out at the National Education Work Conference: "The proportion of the development of various types of schools at all levels should be considered, especially the proportion of agricultural secondary schools, secondary vocational schools at all levels, and technical schools should be expanded." Therefore, the construction of rural vocational schools has become the main content of the development of rural vocational education in China during the reform and opening up period. In 1983, in order to further strengthen the construction of rural vocational education schools, the Central Committee of the Communist Party of China and the State Council issued the "Notice on Strengthening and Reforming Rural School Education" (hereinafter referred to as the "Notice"), which emphasized: "All types of rural vocational schools should focus on teaching, and should seriously teach basic cultural and scientific knowledge, professional knowledge and skills, and also teach rural economic policies and scientific management knowledge." However, since 1993, rural vocational education has encountered a "Waterloo". Due to the establishment of the socialist market economy, the outflow of rural labor force, and the obstruction of agricultural development, rural vocational education has also suffered setbacks. Therefore, timely reforms have been carried out in various places. For example, the agricultural technology promotion department has implemented the "three powers" Lower to streamline the team and revive the township grass roots level

2.4 Gradual Maturity Stage (since 2012)

Since the new era, with the successive implementation of the "targeted poverty alleviation strategy" and the "rural revitalization strategy", rural vocational education in China has usher in new development opportunities. Among them, the expression of "modernization of Chinese rural vocational education" will also become the new direction for the development of rural vocational education in the new era. Since the 18th National Congress of the Communist Party of China, the Party Central Committee with Comrade Xi Jinping as the core has actively promoted vocational education construction. In 2014, General Secretary Xi Jinping pointed out that "it is necessary to increase support for vocational education in rural areas, ethnic regions, and poverty-stricken areas, and strive to enable everyone to have the opportunity to excel in life"; in 2015, the implementation of the targeted

poverty alleviation strategy regarded education poverty alleviation as the fundamental strategy for long-term poverty alleviation; in 2017, the proposal and implementation of the rural revitalization strategy provided the "top-level design" for the modernization of Chinese rural vocational education; in 2023, the No. 1 Central Document continued to point out that "vigorously develop vocational education for rural revitalization, deepen the integration of industry and education and school-enterprise cooperation". With the support of national policies and the promotion of rural governance modernization, rural vocational education in China has begun to advance towards high quality, moving from initial scale popularization to the pursuit of higher-level quality, and developing towards the direction of modernization of Chinese vocational education.

3. Connotation Features of the Modernization of Chinese Rural Vocational Education in the New Era

3.1 Educational Goals: From "Poverty Alleviation" to "Common Prosperity"

Throughout the history of rural vocational education in China, for a long time, it has mainly aimed to help farmers shake off poverty and develop the rural economy. With the completion of the poverty alleviation strategy and the implementation of the rural revitalization strategy, the goal of rural vocational education in China has undergone fundamental changes. For example, the report of the 20th National Congress of the Communist Party of China emphasizes that "Chinese modernization is the modernization of common prosperity for all." Therefore, the goal of modernizing rural vocational education in China will be to achieve common prosperity for all. As the original aspiration and mission of the Communist Party of China, common prosperity will also surely be the ultimate vision of rural vocational education. The fight against poverty has solved the problem of absolute poverty, and the key tasks of the rural revitalization strategy have been smoothly promoted, all aiming to enable farmers to move from poverty to prosperity. The No. 1 Central Document in 2023 emphasizes that comprehensively promoting rural revitalization makes new contributions to comprehensively promoting the great rejuvenation of the Chinese nation, and common prosperity is an important indicator. Therefore, one of the purposes of rural vocational education in the new era and on the new journey in China is to achieve common prosperity for all.

3.2 Education Target: From "Focusing on Youth" to "All Farmers"

Since the founding of the Communist Party of China, the Party has been committed to rural vocational education, actively opening vocational schools to meet the needs of the early revolution. For example, in the "Order of the Hunan-Hubei-Jiangxi Provincial Soviet Government" in 1933, it was pointed out that "each county should open a vocational school for women of Red Army families, enroll women of Red Army families to study occupations, and encourage the masses to make cloth shoes, straw sandals, and send food to comfort the Red Army". Most of the women of Red Army families and others are young groups. After the founding of

New China, in order to build New China, there was a greater preference for young groups. In the "Instruction on Educational Work" in 1958, the principle of "walking on two legs" was clearly put forward, and vocational education obtained the same status as general education, and vocational schools began to expand. After the reform and opening up, vocational education for young groups became even more obvious. For example, in 1986, 973,800 students were enrolled in agricultural vocational high schools and 154,500 students were enrolled in agricultural vocational junior high schools. Most vocational education served young groups. However, with the development of the times, the Party Central Committee has paid more attention to the issues related to agriculture, rural areas, and farmers. Since the 18th National Congress of the Communist Party of China, the No. 1 Central Document of each year has been committed to paying attention to the issues related to agriculture, rural areas, and farmers, which has also brought new opportunities to rural vocational education. Especially with the proposal and implementation of the poverty alleviation strategy, in order to achieve the overall poverty alleviation in rural areas, the object of rural vocational education must be based on all farmers. According to statistics, since the 18th National Congress of the Communist Party of China, more than 8 million students from poor families in China have received secondary and higher vocational education, contributing to the completion of the poverty alleviation battle. At the same time, some regions have opened "secondary vocational classes for rural women" to accelerate the promotion of female vocational education, and some regions have implemented labor skill compensation education for the elderly.

3.3 Educational Content: From "Livelihood Education" to "Comprehensive Education"

After the founding of the Communist Party of China, in order to solve the poverty problem of exploited farmers in China's semi-colonial and semi-feudal society, through land reform, it strengthened livelihood education for farmers, guided farmers in production skill training, and improved agricultural production levels to get rid of poverty. After the reform and opening up, the Party Central Committee paid more attention to practical production skill education. In the Report on the Situation of the National Vocational and Technical Work Conference in January 1987, it was clearly pointed out that rural vocational education should be emphasized, not only limited to the development of urban vocational education, but also the cultivation of practical production skills and secondary vocational and technical talents should be focused on to develop agricultural production. Since the new era, Chinese rural vocational education under the perspective of the poverty alleviation strategy has taken "livelihood education" of farmers as the core and is committed to improving farmers' production levels. Therefore, looking at the century-long history of Chinese rural vocational education, it can be found that the main content of Chinese rural vocational education has always centered around production skill education, aiming to increase farmers' household income and improve the rural living conditions. With the progress from the poverty alleviation campaign to the rural revitalization strategy, the countryside has started to transform from poverty alleviation to all-round rural

revitalization, and the content of Chinese rural vocational education has also changed accordingly. The report of the 20th National Congress of the Communist Party of China proposed: "Strengthen the construction of an agricultural power and solidly promote the revitalization of rural industries, talents, culture, ecology, and organizations." This also points out a new direction for rural vocational education and provides a reference for the content of modernization of Chinese rural vocational education. With the advancement of modernization, Chinese rural vocational education is no longer limited to production skill education, but more inclined to industry-education integration and school-enterprise cooperation, and the content of rural vocational education is more comprehensive and three-dimensional. The content of modernization of Chinese rural vocational education has begun to shift towards comprehensive education, integrating production skill education, moral character education, cultural knowledge education, ideological and political education, etc., to cultivate comprehensive and high-quality rural vocational talents.

3.4 Educational Approach: from "single-track education" to "multi-track education"

Since 1921, rural vocational education under the leadership of the Communist Party of China has generally carried out collective teaching in the way of combining labor and education, presenting a "one-way education" model with relatively single educational methods. For example, during the Agrarian Revolutionary War, as the number of wounded soldiers in battles increased, health vocational schools were widely established in rural areas to teach courses such as organization, anatomy, physiology, pharmacology, internal medicine, and surgery in order to cultivate professional Red Army doctors. After the founding of New China, rural vocational education in China continued the "one-way education" model and educated farmers through the combination of labor and education. The most typical example was to run a series of rural vocational schools for farmers to study on campus. After the reform and opening up, the focus of educational methods was on the construction of rural vocational high schools, rural vocational junior high schools and vocational colleges, providing vocational education for farmer groups of all grades, with knowledge education and skills education as the focus. Since the 20th National Congress of the Communist Party of China, rural vocational education in China has begun to transform towards Chinese modernization, and educational methods have also changed accordingly. With the development of digital and information technologies, rural vocational education under the horizons of the metaverse, artificial intelligence, etc. presents new educational methods, and the digitalization of rural vocational education has increasingly become the forward direction of today's vocational education modernization. The report of the 20th National Congress of the Communist Party of China put forward "promoting the digitalization of education". The modernization of Chinese rural vocational education will transform towards diversified educational methods and be organically combined with Internet technology. The "Internet + rural vocational education" model has become the main direction of the development of the modernization of Chinese rural vocational education.

4. Main Problems in the Modernization of Chinese Rural Vocational Education in the New Era

4.1 The Quantity and Quality of the Teaching Staff are Weak

At present, the deficiencies of the rural vocational education teaching staff in China are mainly manifested in the following aspects:

4.1.1 There are regional differences in the teaching staff

In the economically developed eastern regions, the school-running conditions are good, the capital investment ratio is large, and the modernization of rural vocational education develops rapidly. In the central and western regions, due to the insufficient capital investment and the lack of key teachers, the promotion of rural vocational education modernization is relatively slow.

4.1.2 The structure of the rural vocational education teaching staff is unreasonable

Most rural vocational teachers are often newly graduated students from normal universities, lacking necessary practical and work experience, and some teachers are not major-related, resulting in the ineffective development of rural vocational education. In addition, the proportion of different types of vocational teachers is unbalanced, with more theoretical teachers and a lack of internship guidance teachers. Third, the fundamental reason for the insufficient quantity and quality of the rural vocational education teaching staff is that their salary income is lower than that of teachers at the same level, and the career attractiveness is insufficient.

4.2 The Relatively Insufficient Resources for Rural Vocational Education

The most significant feature of the modernization of Chinese rural vocational education is the modernization of the allocation of rural vocational education resources. At present, the allocation of resources owned by rural vocational education in China is not much, and in some areas, the allocation of rural vocational education resources has not reached the due standard. It is mainly manifested in the following aspects:

4.2.1 The investment intensity of educational funds is insufficient

Due to reasons such as region and transportation, rural vocational education cannot attract more social capital investment, resulting in the actual problem of insufficient funds in school-running, teaching, etc. for rural vocational education.

4.2.2 The vocational education infrastructure is not complete

Due to regional economic differences, the rural vocational education infrastructure in remote areas and mountainous areas still uses old teaching equipment.

4.2.3 The resources of the vocational teacher team do not match

Due to the lack of basic resources and the imperfect infrastructure in rural areas, there are obvious disadvantages in terms of salary, medical care, and health care compared with cities.

4.3 The Courses of Rural Vocational Education Need to be Improved

The most important aspect of modernizing rural vocational education in China is the modernization of educational curricula to meet the current needs of prioritizing the development of agriculture and rural areas and the rural revitalization strategy. The development of rural vocational education curricula has shown an imperfect and unsound situation, mainly manifested in two aspects:

4.3.1 The curriculum structure of rural vocational education is unreasonable

The main problem is that the curriculum content is rich and comprehensive, but the curriculum lacks pertinence. The essence of vocational education is to cultivate skilled talents. The imbalance between theoretical education and skills education results in the educated not being able to acquire more production and work skills. Moreover, theoretical education and skills education are cultivated separately, that is, the content of theoretical education may not be suitable for practical skills education, leading to what is learned not being what is used, and ultimately resulting in the lack of necessary professional qualities and abilities among the vocational talents cultivated by rural vocational education in practical work.

4.3.2 The curriculum goal orientation of rural vocational education is not specific enough

Most rural vocational education does not target the actual problems existing in rural areas, but is premised on the personal development of the educated. In this case, the rural vocational talent pool will become smaller and smaller, and the population will continue to drain out, hindering the modernization development of rural areas.

4.4 The Awareness of Vocational Education Among Farmers is Relatively Lacking

The effectiveness of the construction of modernizing rural vocational education in China not only focuses on the development of vocational education but also needs to attach importance to the awareness of vocational education among the farmer group. At present, the modernization development of rural vocational education in China still faces the problem of the lack of awareness of vocational education among the farmer group, mainly manifested in:

4.4.1 The awareness of farmers' independent learning is not strong

Most farmers are trapped in the wrong concept of passive training and fail to realize the importance of independent

learning. Farmers do not actively participate in the training, resulting in some farmers still mainly adopting traditional agricultural production and operation methods in agricultural production and operation. In some regions, local governments encourage farmers to participate in vocational education with subsidy and welfare policies, but farmers regard obtaining subsidies and welfare as a task and have a low degree of cooperation, showing a perfunctory attitude;

4.4.2 The current rural hollowing phenomenon is relatively serious

Most of the young and middle-aged people with culture have flowed to cities, and most of those left in rural areas are the elderly, the weak, women and children. The labor force is significantly insufficient and their learning ability is not strong either. Therefore, the promotion of rural vocational education is often hindered.

4.5 The General Social Recognition Needs to be Improved

Currently, with the popularization and promotion of higher education, the social recognition of vocational education has generally decreased, which is due to the implementation of the "strong screening, secondary option" enrollment examination system in our country. In the higher education enrollment examination in China, vocational education is a secondary option, resulting in a subconscious prejudice against vocational education among people. Moreover, the current talent diversion policy in China mostly diverts students with unsatisfactory academic performance to secondary vocational, higher vocational, and junior college education, which also becomes an important factor for vocational school students not to be recognized. Rural vocational education is even less valued. In current rural areas, the young population generally believes that working outside is more important than staying in the village and that vocational education has little significance, leading to a serious lack of audience for rural vocational education. Therefore, rural vocational education has to turn to the elderly, women, and children, but their awareness of vocational education is not strong, resulting in the limited development of rural vocational education in some areas.

5. The Implementation Path of Modernization of Chinese style Rural Vocational Education in the New Era

5.1 Strengthen the Party's Comprehensive Leadership Over Rural Vocational Education

The biggest feature of modernizing rural vocational education in China is to adhere to the Party's overall leadership over rural vocational education, which is determined by the essence of Chinese modernization. Chinese modernization is socialist modernization led by the Communist Party of China and is based on China's national conditions. The modernization of rural vocational education in China is the same. It is the modernization of vocational education in rural society led by the Communist Party of China and is determined by the practical problems of "agriculture, rural areas and farmers" in China and the specific requirements of promoting the rural revitalization strategy. Therefore, one of

the ways to achieve the modernization of rural vocational education in China is to strengthen the Party's overall leadership over rural vocational education. The specific measures are as follows: strengthen the centralized and unified leadership and planning of the Central Committee of the Communist Party of China. The Central Committee of the Communist Party of China needs to design relevant policies and laws specifically for rural vocational education, strengthen the top-level design, so as to effectively improve the level of modernization of rural vocational education; strengthen the role of the grass-roots Party organizations as fighting fortresses. Rural revitalization requires giving play to the advantages of vocational education. As the leading body in the countryside, the grass-roots Party organizations should play their leading role so that more rural people can realize the importance of vocational education; thirdly, strengthen the leading and exemplary role of Communist Party members. Give play to the positive role of Party members and cadres. Party members and cadres take the lead in learning and participating, and actively publicize the advantages of vocational education, so as to encourage more rural people to participate in vocational education learning and training.

5.2 Strengthening the Internal Cultivation and External Recruitment of the Rural Vocational Teacher Team

The quality of the rural vocational teacher team largely determines the level of rural vocational education modernization. In recent years, China has been committed to the education and training of rural vocational education teacher teams. In 2022, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Comprehensively Deepening the Reform of the Construction of the Teacher Team in the New Era", emphasizing the need to build a high-quality dual-qualified teacher team and strengthen teachers' practical teaching abilities. Therefore, rural vocational education should strengthen the cultivation and selection of the vocational teacher team, and cultivate more high-quality vocational teachers suitable for rural vocational education through the internal cultivation and external introduction model. The specific measures are as follows:

First, strengthen the cultivation of local talents in the rural vocational teacher team. On the one hand, cultivate and train high-educated or professional talents in rural areas to increase the number of local teacher talents and make full use of local resources. On the other hand, attract more vocational education talents or other technical talents who have graduated from higher education to return to their hometowns through the feelings of hometown, so as to form a cultivation mechanism for rural vocational education local teacher talents.

Second, strengthen the external introduction of rural vocational teachers, actively absorb more high-level talents who return to their hometowns for employment, and train them to become teachers in rural vocational education. Policy support should be provided to the returning talents, and vocational teachers and high-level talents outside should be encouraged to return to the grassroots. Local governments in rural areas should open a green channel for rural vocational teachers, and give specific subsidies and benefits to high-level

and high-quality dual-qualified vocational teacher talents who come to work in the countryside. Strengthen the cooperation between rural vocational education and local vocational schools or higher schools, so that more vocational education professionals and students have the opportunity to come to rural areas for internships.

5.3 Strengthen the Integration of Production and Education in Rural Vocational Education

With the deepening of the rural revitalization strategy in China, the rural economy has entered a stage of rapid development, and rural vocational education has also entered a new model of integration of production and education. This is a new trend in the promotion of modernization of Chinese rural vocational education and meets the actual needs of the development of China's rural economy. Therefore, the development of modernization of Chinese rural vocational education should focus on strengthening the construction of the integration of production and education in rural vocational education. The specific measures are as follows:

First, strengthen the cooperation between rural vocational education and schools and enterprises, that is, form a dual-main body structure of schools and enterprises, give full play to the dual advantages of schools and enterprises, design professional courses and training projects, and strengthen the education and teaching of the farmer group and the education and training of vocational teachers.

Second, strengthen the implementation of the concept of integration of production and education in rural vocational education, and inject the concept of integration of production and education into the priority development of agriculture and rural areas and rural education through the "coordination - integration" development pattern in the integration of production and education, so that the concept of industrial integration can penetrate into the modernization construction of agriculture and rural areas.

Third, strengthen the mutual supervision among rural grass-roots governments, schools and enterprises, clarify the responsibilities and obligations of each subject, ensure that there is no overlap in occupations and no duplication of tasks, and orderly explore the development model of the integration of production and education in rural vocational education to build a system for the integration of production and education in rural vocational education.

5.4 Strengthen Digital Empowerment to Promote the Development of Vocational Education

Since the new era, digital construction has become the main trend of social development, and digital empowerment has become the main driving force for the development of all social fields. The report of the 20th National Congress of the Communist Party of China emphasizes the digital construction of education. Therefore, in the development of modernization of Chinese rural vocational education, digital empowerment has also become a new driving force and new direction for the development of rural vocational education. In recent years, China has continuously strengthened the digital empowerment construction of rural vocational education. In

2022, the "14th Five-Year Plan for the Development of the Digital Economy" emphasized improving the construction of the vocational education and training system for digital skills and building a high-level teaching staff for digital skills in vocational education. Therefore, digital empowerment of rural vocational education has become a new direction for the development of rural vocational education, an essential part of the modernization of Chinese rural vocational education, and a driving force for the "Three Educations" reform. In the new era and new journey, it is necessary to strengthen digital empowerment to promote the development of rural vocational education. The main measures are as follows:

First, strengthen the digital upgrading and transformation of rural vocational education. By digitally reconstructing and designing rural vocational education courses, enable more students to participate in practical training and experiments, thereby improving students' theoretical and practical levels.

Second, strengthen the digital construction of rural infrastructure, optimize infrastructure such as electricity, communication, and the Internet, and create digital classrooms through Internet information technology.

Third, strengthen the cultivation of farmers' digital awareness, as well as the digital awareness and capabilities of rural vocational teachers to meet the development needs of digital empowerment of rural vocational education.

5.5 Strengthen the Innovation of Farmers' Vocational Education Concepts

Since the new era, the concept of rural vocational education in China has long been in the position of "secondary education". The outdated concepts and prejudices of the peasant group and the majority of society towards vocational education have led to the long-term bondage of the modernization drive of vocational education. At present, for the modern development of Chinese rural vocational education to break through the backward situation of rural vocational education concepts and innovate its vocational education concepts, the following specific measures can be taken:

First, the Party Central Committee and the government should strengthen top-level design, formulate and promulgate relevant policies and regulations, strengthen the guidance of farmers' vocational education concepts, and strengthen the publicity and education of the value of vocational education, so that more farmers can realize the economic value contained in vocational education.

Second, rural grass-roots governments should strengthen the publicity and interpretation of relevant policies and regulations on rural vocational education, so that farmers can realize that vocational education can change the production and living methods of farmers and improve the economic income level of farmers.

Third, social welfare organizations, volunteers and relevant social organizations should strengthen the publicity of rural vocational education, go door-to-door to make more farmers realize the practical value of vocational education, and change the previous wrong understanding of vocational education by

farmers.

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