

Research on the Innovative Path of Practice Teaching Mode in Farming and Reading Education under the Background of Rural Revitalization

Huiqin Zhang*, Ruihua Yu, Wei Cheng

Heilongjiang Bayi Agricultural Reclamation University, Daqing, Heilongjiang, China

**Corresponding Author.*

Abstract: This study compares the understanding of ancient and modern farming and reading education ideas, explores the obstacles to the function of farming and reading education in the new era, such as the adaptability of modern agricultural and forestry management talent cultivation needs, the integration with modern agricultural industry, the connection with modern agricultural production and management concepts, and the inheritance of rural civilization. Based on this, innovative paths for farming and reading education under the revitalization of industry, talent, culture, ecology, and organization are proposed.

Keywords: Agricultural and Forestry Universities; Farming and Reading Education; Pattern Construction; Innovation Path

1. Introduction

Since ancient times, agriculture has been an important basic industry related to national economy and people's livelihood. In the new era, agricultural development is related to national food security, resource security, and ecological security. Agricultural development cannot be separated from the cultivation of talents in the new generation of agricultural and forestry universities. The core positioning of talent cultivation in higher education institutions is to cultivate what kind of people to cultivate and how to cultivate them. Agricultural and forestry universities are important bases for cultivating new agricultural talents under the strategy of rural revitalization, and innovative cultivation concepts are needed. Explore innovative paths. The exploration of farming and reading education in agricultural and forestry

universities is not only an effective way to practice professional knowledge and organically combine theory with practice, but also an important way to cultivate innovative talents in rural revitalization. It enhances the support and love for agriculture among teachers and students in agricultural and forestry universities, enhances their innovative thinking ability through labor practice, enhances their new understanding and understanding of modern agriculture, and also helps to promote the comprehensive development of rural revitalization. Integrating the knowledge and power of college students, from traditional farming practices to modern farming and reading cultural concepts, promotes cultural revitalization in rural revitalization, and also provides new ideas and requirements for the dissemination of rural culture and agricultural civilization. However, the educational practice of talent cultivation in agricultural and forestry universities still faces certain obstacles and challenges in the new era. It is necessary to deeply understand the new ideas of farming and reading education in the new era, explore and construct innovative models of practical teaching, in order to adapt to the new requirements of rural comprehensive revitalization and talent innovation cultivation.

2. The Core Ideology of Farming and Reading Education and Its Practical Significance in the New Era

2.1 The Core Ideology of Ancient Farming and Reading Education

Since the spring and autumn period and the Warring States period, professional farming and reading education has begun. Famous figures in history such as Liu Bang, Zhuge Liang, Jia Sixie, Xu Guangqi, and Zeng

Guofan originated from farming and reading families. Over two thousand years of Chinese civilization have allowed farming and reading education and culture to be inherited. Farming and reading education has gone through the process of passing down the family through farming and reading, separating farming and reading, and returning to farming and reading, allowing rural culture and values to be reflected ^[1]. The emergence of farming and reading culture originated from the progress of agricultural productivity in the mid Warring States period, which provided farmers with leisure time to read besides livelihood activities ^[2]; Reading outside of cultivation is not only the inheritance of Confucian benevolence culture, but also the expansion of the concept of unity of knowledge and action, allowing people to pursue spiritual self-worth while satisfying material needs. Farming and reading education advocate an educational philosophy that integrates nature, culture, and practice, allowing people to apply theoretical knowledge to practice in the process of farming and reading, absorb new knowledge through practice, and combine theory with practice.

2.2 The Value and Realistic Significance of Farming and Reading Education in the New Era

The education of farming and reading in the new era can further expand the culture of farming and reading, and its value is reflected in the continuation and development of traditional rural culture in China, the enhancement and creation of rural spiritual civilization, as well as the experience of the new generation of young people in agricultural labor and their profound understanding of agricultural, rural and farmer issues. Farming and reading education are not only an effective practice of professional knowledge for students in agricultural and forestry universities, but also an important educational method of integrating advanced ideas and concepts into new agricultural education, expanding educational content, enhancing agricultural emotions, values, and future missions.

With the obvious transformation of the dual economic zone between urban and rural areas, urban education rarely comes into contact with agricultural activities. In traditional agricultural societies, rural education is still

based on agriculture. However, in the new era of urban and rural economic development, rural education is gradually urbanized, and rural parents rarely allow their children to participate in agriculture. Even rural students have experienced the phenomenon of "equal distribution of grain". However, in the past, farming and education could be seen as a combination of farming practice and education, because agriculture was the only industry at that time, and it included various disciplines such as farming theory, philosophy, astronomy, and meteorology. The practical feedback brought by agriculture was still very effective. During the Cultural Revolution in Chinese history, a group of "educated youth who went to the countryside" were created, which can be said to be a form of cultivation and education. Scholars have shown that the average income of educated youth in the later period was higher than that of non-educated youth in the same age group ^[3]. However, traditional agricultural practices have the nature of hard work, so mechanization gradually replaces human labor in the process of agricultural modernization, and people's participation in agricultural labor activities is reduced. However, the connotation of agriculture is not only limited to cultivation, but also the inheritance of agricultural culture formed with it, so it has been continued to this day. The innovative application of unified "farming and reading" in the rural revitalization strategy can promote talent revitalization ^[4]; Modern agricultural and forestry higher education proposes the core task of cultivating a sense of knowledge and love for agriculture, and also strengthens the implementation of agricultural education in the reform and construction of talent training models, majors, and courses ^[5].

3. An Analysis of the Necessity of Farming and Reading Education in the New Era and the Obstacle Factors for Its Practical Function

The ancient family motto of farming and reading reflects the flourishing of culture in rural areas, which states "to abandon farming after reading, to suffer from hunger and cold; to abandon farming after reading, to perish etiquette". The cultivation and self-cultivation education, which is proficient in farming and cultivation, has cultivated generations of characters with rural sentiments and loyalty to

their country. Agricultural and forestry universities have implemented the original intention of cultivating talents with moral character, nurturing talents, strengthening agriculture, and promoting rural development. They have trained a large number of talents in agriculture, rural areas, and farmers for the country, promoting the development of China's agriculture and rural economy. However, with the rapid development of other industries, the ratio of agricultural output value to employment has decreased, and the traditional advantages of agricultural and forestry universities are insufficient to adapt to the new development of agriculture and rural areas in the future. In the new era, the traditional and advantages of agricultural universities have weakened, and higher agricultural and forestry education has shown problems such as limited student sources, declining status, and suboptimal layout models. In the new era, agricultural and forestry universities should develop towards ecological civilization and sustainable development of healthy agriculture. Farming and reading education also need to adapt to the new situation and recognize the obstacles that hinder the function of farming and reading education.

3.1 Agricultural Education Should Adapt to the Training Needs of Modern Agricultural and Forestry Management Talents

The important goal of farming and reading education is to enable students to deeply understand the national conditions, agricultural conditions, and the essence of traditional culture, to temper their willpower and qualities in thinking, and to cultivate their motivation to implement tasks in action, forming a sound personality [6]. Agricultural and forestry universities have designed theoretical and practical hours in their talent training programs to meet the needs of theoretical education and agricultural practice. However, due to the development of urban and rural economies and income differences between urban and rural areas, most people want to leave agriculture and do not attach importance to the understanding of traditional agricultural ideology and culture. As a result, some students have become superficial in agricultural practice and have not been able to immerse themselves in the true essence of agricultural ideology and culture. Therefore, it

is necessary to expand agricultural education to the entire modern agricultural industry chain, broaden the modern agricultural industry system and scope, and allow students to experience the new needs of future agricultural development with a broad mind.

3.2 Agricultural Practice Should Be Integrated with the Development of Modern Agricultural Industry

The purpose of farming education is to enable students to acquire agricultural production skills through practice, cultivate a spirit of hard work and struggle, cultivate sentiments, beautify the soul, and cultivate patriotism through classic recitation [7]. Agricultural practice helps to deepen agricultural civilization and is also an important way to inherit excellent agricultural culture in the path of rural revitalization with Chinese characteristics. However, under the development of agricultural modernization, traditional agricultural civilization is facing the dilemma of disappearance. Instead, rural cultural tourism resources are developed through the integration of modern agricultural industries. Therefore, agricultural practice under the revitalization of rural culture is also an important field for the multifunctional value expansion of modern agricultural industry. Agriculture should be organically connected with leisure tourism, health culture, and ecological civilization.

3.3 Traditional Agriculture Should Be Connected with Modern Agricultural Production and Management Concepts

Farming education can inherit traditional Chinese agricultural ideas and culture. The innovative mode of farming and reading education can stimulate students' interest and enthusiasm in learning, cultivate their love for agriculture in practice, and enhance their teamwork awareness and language communication and expression ability through interdisciplinary farming and reading teaching mode [8]. In agricultural education, traditional farming emphasizes harmonious coexistence between humans and nature, while modern agricultural production and management should adhere to the combination of traditional ecological civilization and modern circular technology, utilize interdisciplinary approaches, grasp the laws of farming, and

adhere to the concept of sustainable agricultural development. The organic combination of the two can achieve a win-win situation in multiple aspects such as economy, ecology, and society. However, at present, there is a lack of specialization and close integration between disciplines, as well as a lack of bridges and bonds to integrate modern agricultural systematic production and operation management. There are problems such as either only understanding technology without business management, or only knowing professional knowledge without forming a comprehensive system with other related agricultural production and operation links, which leads to the ineffective practical effect of theoretical learning and affects the enthusiasm and initiative of students in learning.

3.4 Cultivating and Reading Culture Should Inherit Rural Civilization

The culture of farming and reading nurtures rural civilization, and farming and reading education can revitalize the rural talent team and enhance rural civilization. Chinese agricultural culture carries the rural culture and culture, allowing the functions of rural areas to be expanded and extended. However, in the process of urbanization and modernization, the separation of farming and reading has resulted in the failure to inherit and continue excellent agricultural culture in rural areas. In the new era, agricultural and forestry universities need to adhere to the principle of strengthening agriculture and promoting agriculture in cultivating talents, using rural areas as classrooms, allowing students to understand the local conditions, innovatively promoting rural civilization, enhancing the professional literacy and practical ability of college students to learn, love agriculture, and serve agriculture, and rooting the knowledge, skills, and ideas learned in the essence of rural culture, inheriting and promoting rural culture and civilization.

3.5 The Practice of Farming and Reading Should Be Implemented in Effective Rural Governance

Cultural construction is an important factor in enhancing grassroots governance in rural areas. The practice of college students in farming and reading provides fresh blood for rural cultural

innovation, creating a simpler folk culture and a stronger academic atmosphere. The integration of farming and reading practice into rural governance has improved the modernization level of rural governance, improved the rural governance mechanism, and helped to synchronize the development of rural material civilization and spiritual civilization. The practice of farming and studying organically combines professional theories with rural practices, not only allowing talent cultivation to take root, but also inheriting good relationships and neighborly culture among neighbors. It forms unity and mutual love among villagers, village level cadres, and villagers, promotes spiritual prosperity, strengthens ideological and moral education for farmers, deepens the practice of village autonomy, and improves the rural governance system.

4. Theoretical System for Constructing Practical Teaching Models of Farming and Reading Education in Agricultural and Forestry Universities

Farming and reading education used to be centered around education, with schools and teachers as the main focus, and students as the teaching objects, which easily led to a situation where students passively accepted and completed tasks as the core. However, in the new era of information technology, students are characterized by open thinking but limited opportunities for practical participation. Therefore, it is necessary to start from students' self-awareness, guide them from passive input to active exploration through the guidance of thinking concepts, guide them to pay attention to the issues of agriculture, rural areas, and farmers, and then deeply understand them. Finally, analyze and propose solutions and measures to solve the problems of agriculture, rural areas, and farmers. Since the 19th National Congress put forward the strategy of rural revitalization, China has achieved the first goal and task of winning the battle against poverty and completing a moderately prosperous society in an all-round way on schedule. The next stage goal is to achieve agricultural and rural modernization by 2035. Rural revitalization is an inevitable requirement for building a modern and powerful country. On the one hand, comprehensive rural revitalization needs new

agricultural talents, and on the other hand, as the main position for cultivating agricultural and forestry talents, agricultural and forestry universities need to strengthen the practice of talent training. Therefore, based on the five concepts of rural revitalization, a theoretical system for practical teaching of farming and reading education in agricultural and forestry universities is constructed.

4.1 The Concept of Farming and Reading Based on Industrial Revitalization

Farming and reading education are an effective way for agricultural and forestry universities to cultivate college students' awareness of agriculture, love for agriculture, and the mission of strengthening agriculture and promoting development. Farming and reading education are rooted in agriculture, rural areas, and farmers, and has a comprehensive educational function^[9]. Based on the needs of rural development and industrial revitalization in the new era, agricultural and forestry universities can cooperate with agricultural enterprises to carry out projects, enabling students to understand the entire industrial chain of agricultural production and management, clarify their own advantages, establish modern thinking on the development and revitalization of the agricultural industry, and combine farming and reading. This not only benefits teaching and research, but also helps students understand social employment.

4.2 Teaching of Farming and Reading Based on Talent Revitalization

The education of farming and reading in the new era should adapt to the requirements of the new era. It can be constructed that teachers and students work together to cultivate and read, and the teaching and clarification of teachers and students should be based on joint practice and exploration of problems. Therefore, on-site inspections can be conducted during spring plowing and autumn harvest, and agricultural practices can be practiced during holidays. The innovative way of practice can be combined with the students' hometowns, such as teachers and students jointly conducting surveys and practices in typical rural areas where students are located. This can not only allow students and their hometowns to feel the understanding and recognition of agriculture by college students,

but also enhance their understanding and sentiment towards the issues of agriculture, rural areas, and farmers. It can motivate students to take projects and problems to learn and research.

4.3 Cultivation and Reading Culture Based on Cultural Revitalization

Cultural revitalization is an endogenous driving force for rural development. The development of rural economy requires both material satisfaction and spiritual needs, shaping and shaping the soul. Cultivating and studying culture is a reflection of the ideological value of agricultural production, which includes the cultural characteristics of the Chinese nation rooted in farmers and rural areas, as well as the spirit of the times. It is an effective way for cultural revitalization and a concrete manifestation of the love for agriculture. In practice, it is necessary to stimulate students' patriotism and love for their hometowns. Taking the characteristic industries, culture, and agricultural civilization of their hometowns as opportunities, students should unleash their creativity and imagination, combine modern thinking with traditional civilization, and jointly innovate the rural culture of the times.

4.4 Cultivation and Reading Civilization Based on Ecological Revitalization

Farming and reading civilization are the inheritance and innovative sustainable development of traditional agricultural culture in China. The core idea is to deeply understand the harmonious unity between humans and nature, establish ecological thinking in rural revitalization, and integrate multiple disciplines for cross innovation. For example, in practice, for garden and horticulture facility agriculture, practice can be carried out in the surrounding suburban facility agriculture bases, or labor participation can be carried out in the design of school logistics campus landscapes. Practice bases can also be established with the surrounding villages to conduct in-depth investigations and understanding of the surrounding villages, and help them promote rural revitalization and play the role of farming and reading education; For livestock and poultry breeding, internships can be conducted in surrounding rural areas or agricultural and animal husbandry enterprises to integrate

ecological concepts into farming and education culture, and enhance students' understanding of agricultural civilization.

4.5 Farming and Reading Management Based on Organizational Revitalization

Regarding reading in agricultural education, it is necessary to combine practical experience with theoretical learning. On the one hand, it is necessary to integrate other disciplines within the school for mutual learning, so that students can have a certain understanding and cognition of new agricultural knowledge; On the other hand, through special lectures, students can learn about the history of agriculture, rural areas, and farmers in a great country, read classic classics, and showcase the essence of ancient agriculture through plays, videos, and other forms. This allows the history of agricultural civilization to be passed down from students' mouths, internalized in their hearts, and externalized in their actions. Build a new era network platform, such as the official account, microblog, Tiktok, etc., so that students can convey their inner feelings in the way they like, and truly realize their learning value. For agricultural civilization, students can delve deeper into their hometowns and record local customs and agricultural history through video clips. At the same time, deepen understanding of rural organizational governance and actively participate in organizational innovation practices.

5. Innovative Paths for Practical Teaching Models of Farming and Reading Education in Agricultural and Forestry Universities under the Background of Rural Revitalization

Farming and reading education carry comprehensive educational functions such as morality, intelligence, physical fitness, aesthetics, and labor in the new era^[10]. Talent cultivation in agricultural and forestry universities should not only focus on theoretical education, but also strengthen the practice of farming and reading education to serve rural revitalization. Based on the theoretical system of the five major revitalizations, implementing farming and reading education practice in agricultural and forestry universities is not only conducive to

the improvement of the talent cultivation practice system in the new era, but also helps to achieve innovative ideas and progress in rural revitalization. The design of the talent cultivation system in universities also emphasizes the importance of setting practical courses. Agricultural and forestry universities should match the practice of agriculture with the practical teaching of farming and reading education, which is in line with the actual needs of current rural revitalization.

5.1 The Construction of a Practical Curriculum System

Starting from the practical teaching curriculum of the undergraduate talent training program in agriculture and forestry, a systematic practical course "Cognitive Internship - Labor Internship - Professional Internship - Graduation Internship" is constructed according to the academic year, integrating the five major revitalization of rural areas and strengthening practical innovation during winter and summer vacations. In the first academic year, the guiding teacher leads students to have a cognitive understanding of agricultural enterprises and institutions in the rural professional field. From five aspects: rural characteristic industries, talent team, cultural inheritance, ecological cycle, and organizational construction, students can have a certain intuitive understanding of rural economic development. Labor internships focus on practical work in specific fields corresponding to rural areas. Generally, in the second academic year, students have a certain understanding and knowledge of the professional foundation and can explore professional related labor practices. In the third academic year, professional internships can connect with relevant professional positions for job internships, applying the theoretical knowledge learned to practice. Graduating interns in the fourth academic year can engage in directional practice based on their future employment choices.

5.2 The Docking of Rural Practice Bases

Rural revitalization cannot be separated from talent revitalization, and the talents here can be the main implementers of rural revitalization, as well as innovative thinking talents who participate in rural revitalization and provide ideas, creativity, or promotion for rural

revitalization. Therefore, on the one hand, agricultural and forestry universities should actively seek to connect with rural areas in various regions; On the other hand, local governments or rural areas should also broaden their thinking, enhance the ideological awareness of different subjects in rural revitalization, actively attract college students, and participate in the revitalization of rural industries, ecology, and culture.

5.3 The Combination of Multidisciplinary Practice Teams

In addition to the four academic years of professional practice course system, utilizing winter and summer practical innovation to serve the development of rural areas in one's hometown, interdisciplinary practice team projects can be constructed to integrate multiple disciplines of agriculture and forestry universities into one project team. Through mutual learning, understanding and understanding of agricultural disciplines can be enhanced, and the operability of rural revitalization can also be strengthened. Connect with innovation and entrepreneurship activities of college students, integrate schools into rural areas, and enable rural areas to rely on school development to form a mutually beneficial organic integration.

6. Conclusions

In the new era, the education of farming and reading in agricultural and forestry universities should be fully integrated with rural revitalization, integrating practical teaching into rural revitalization bases, promoting the understanding and love of agricultural and rural areas among students in agricultural and forestry universities, combining talent cultivation with practical issues in rural development, and allowing talent cultivation to take root and promote mutual integration with rural revitalization.

Acknowledgments

This paper is supported by Key Project of Education Science Planning in Heilongjiang Province for 2022 (Project Number: GJB1422184; Project Name: Construction and Innovation of Practical Teaching Mode for Farming and Reading Education in Agricultural and Forestry Universities under the Background of Rural Revitalization)

References

- [1] Yuan Tongkai, Feng Chaoliang, Examine the "position education" of rural education from the perspective of changes in farming and reading education. *Journal of Original Ecological Ethnic Culture* 2022.3:123-133
- [2] Wang Rong, Research on the Contemporary Value and Development Path of "Farming and Reading Culture". *Journal of Chuzhou University* 2021.6:88-97
- [3] Yang Juan, The impact of Yang Juan and Li Shi's experience of going to the countryside on the income of educated youth. *World Economic Review* 2011.5:50-63
- [4] Gong Cheng. From "Farming and Reading" to "Mobility": The Activated Traditional Assistance in Contemporary Urban and Rural Mobility: A Case Study Based on the Gong Clan in G Village, South Guidong. *Journal of Yunnan Agricultural University (Social Sciences)*, 2019 (6): 61-66
- [5] Qing Ping, Lv Xujie. Challenges, Paths, and Reflections on Promoting the Construction of New Agricultural Sciences in the New Era. *Journal of the National School of Education Administration*. 2021:35-41
- [6] Qing Ping, Wu Xiaobin, Liu Zhen. The Practical Value and Path of Implementing Farming and Reading Education in Agricultural Universities in the New Era. *Chinese Agricultural Education* June 1, 2021-8
- [7] Zhou Weiwei, Research on the Implementation Path of Strengthening Farming and Reading Education and Cultivating the "Three Rural" Sentiments in Agricultural Universities. *Higher agricultural education*. 2021.5:15-21
- [8] Li Yibo, Exploration of Interdisciplinary Farming and Reading Teaching Model - Taking the Rural Revitalization Team of Hebei Agricultural University as an Example. *Education Observation* 2022.4:25-27
- [9] Shen Yuedi, Yang Ping. The contemporary significance and implementation path of farming and reading education in the context of rural revitalization. *Journal of Ningbo University (Education Science Edition)* 2022. 5: 44-50

[10] Chen Guohua, The Logic Mechanism and Realistic Path of Farming and Reading Education in the New Era. Journal of

Ningbo University (Education Science Edition) 2023.9:36-41