

The Construction Logic and Pathways of a Characteristic Curriculum System in Higher Vocational Education for Rural Revitalization Empowerment

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Abstract: With the in-depth advancement of the rural revitalization strategy, new requirements have been put forward for the quantity, structure and quality of talent supply for rural areas. As the main front for cultivating technical and skilled talents, higher vocational education directly determines the specification of talent cultivation and its effectiveness in serving rural revitalization through its curriculum system. Based on interpreting the internal logic of constructing a characteristic curriculum system for higher vocational education to empower rural revitalization, this paper addresses practical dilemmas in the current curriculum system, such as the "rural-avoiding" tendency, superficial integration of industry and education, and marginalization of rural local knowledge. It proposes a five-in-one practical path of "demand anchoring, content reconstruction, mechanism innovation, digital empowerment, and evaluation reform", aiming to provide theoretical support and an operational framework for higher vocational education to serve rural revitalization.

Keywords: Higher Vocational Education; Rural Revitalization; Characteristic Curriculum System; Integration of Industry and Education; Digital Empowerment

1. Introduction

Comprehensively promoting rural revitalization is a key task for building a strong agricultural country in the new era, and talent revitalization is the foundation and key to rural revitalization. With the transformation and upgrading of rural industries, the accelerated construction of digital countryside, and the increasingly prominent demand for the inheritance and innovation of rural local culture, the structure and skill level of the traditional rural labor force can no longer

meet the needs of rural modernization. Combining the attributes of higher education and the characteristics of vocational education, higher vocational education focuses on cultivating applied and technical-skilled talents, and has natural advantages in connecting rural industries, cultivating local rural talents, and serving rural development [1].

The curriculum system is the core carrier of talent cultivation and is directly related to the quality of talent cultivation and social service capacity of vocational education. Constructing a characteristic curriculum system adapted to the needs of rural revitalization is not only an inherent requirement for higher vocational education to fulfill the fundamental task of fostering virtue through education and deepen the reform of categorized education, but also an important measure to solve the shortage of rural talents, mismatch of skill supply, and insufficient development momentum. At present, the curriculum system of higher vocational education has an obvious "rural-avoiding" tendency: majors follow hot urban industries, curriculum content is divorced from agricultural and rural realities, and practical teaching lacks embeddedness in rural fields. As a result, the trained talents "cannot go to rural areas, cannot stay, and are not applicable", making it difficult to effectively serve rural revitalization [2].

The curriculum system is the core carrier of talent cultivation and a key intermediary for achieving educational goals. Constructing a characteristic curriculum system for higher vocational education to empower rural revitalization is not only an inevitable choice to respond to national strategic needs, but also an inherent requirement for promoting the categorized and characteristic development of higher vocational education and enhancing its ability to serve county-level economic and social development. Therefore, systematically clarifying the construction logic and exploring a

feasible construction path of the characteristic curriculum system for higher vocational education empowering rural revitalization is of great theoretical value and practical significance.

2. Construction Logic of the Characteristic Curriculum System

The construction of a curriculum system is not a simple stacking of contents, but follows specific value orientations and structural laws. To develop a characteristic curriculum system for higher vocational education empowering rural revitalization, it is necessary to clarify the internal connections among four dimensions: value logic, knowledge logic, action logic, and evaluation logic.

2.1 Value Logic

Value logic answers the fundamental question of "cultivating talents for whom" and serves as the starting point and destination of curriculum system construction. The value orientation of the traditional higher vocational education curriculum system is characterized by obvious "rural-avoiding" features, leading to a serious misalignment between the curriculum system and the needs of rural revitalization. The reconstruction of value logic under the orientation of rural revitalization requires three shifts:

First, a shift in value cognition from "urban-centered" to "urban-rural equivalence". Drawing on the concept of "urban-rural equalization", we recognize the unique ecological, cultural and social values of rural areas, and elevate rural revitalization to a strategic position equally important to national modernization, rather than treating it as an adjunct to urban development. The curriculum system must strive to cultivate students' sense of identity and belonging to rural values, so as to eliminate the biased perception that "cities are superior and rural areas are backward".

Second, a shift in value objectives from "technical tools" to "all-round human development". Going beyond the instrumentalism of simplifying vocational education to "skill training", we return to the educational essence of "cultivating well-rounded people". Talents needed for rural revitalization are not only masters of technical skills, but also inheritors of rural culture, participants in rural governance, and guardians of rural ecology. The curriculum system should balance professional

competence and comprehensive quality to achieve the organic unity of instrumental rationality and value rationality.

Third, a shift in value realization from "individual mobility" to "social contribution". Students should be guided to integrate their personal career development into the great cause of rural revitalization, shifting from "escaping rural areas for personal success" to "taking root in rural areas to create social value". The curriculum system should embed value elements such as service learning, volunteerism and social responsibility to cultivate students' rural sentiment and dedication.

2.2 Knowledge Logic

Knowledge logic answers the content question of "what knowledge to teach" and constitutes the core pillar of curriculum system construction. The traditional higher vocational education curriculum system follows the "discipline-based" knowledge logic, organizing teaching content according to the integrity and systematicness of the discipline system, resulting in a disconnect between knowledge supply and actual rural needs. The reconstruction of knowledge logic under the orientation of rural revitalization requires three transformations:

First, a transformation of knowledge organization from "discipline system" to "work system". In accordance with real rural work scenarios and professional competence requirements for rural revitalization, we break disciplinary barriers and reorganize knowledge content along the logical chain of "post group-work task-professional competence-learning field". For example, around the post group of "modern agricultural production and management", we integrate multidisciplinary knowledge from agronomy, management, economics, information technology and other fields to form interdisciplinary learning fields.

Second, a transformation of knowledge sources from "universal knowledge" to "local rural knowledge". Recognizing the unique value of local rural knowledge, we integrate local agricultural traditions, rural governance experience and rural cultural wisdom into curriculum content to realize the dialogue and integration of "scientific knowledge" and "local rural knowledge". A "local rural knowledge base" should be established to collect and sort out local agricultural proverbs, traditional farming techniques, ecological wisdom, etc., and

transform them into teaching resources.

Third, a transformation of knowledge updating from "static knowledge" to "dynamic knowledge". Rural revitalization is a dynamic evolutionary process with continuous emergence of new technologies, new business forms and new models. The curriculum system should establish a dynamic knowledge updating mechanism to timely incorporate knowledge from emerging fields such as smart agriculture, rural e-commerce, rural tourism and rural elderly care, maintaining the curriculum's cutting-edge nature and adaptability.

2.3 Action Logic

Action logic answers the methodological question of "how to implement teaching" and represents the practical dimension of curriculum system construction. The implementation of traditional higher vocational education curricula is confined to campus walls, practical teaching is perfunctory, and students lack real experience in rural fields. The reshaping of action logic under the orientation of rural revitalization requires three breakthroughs:

First, a breakthrough in teaching fields from "simulated environment" to "real scenario". We take rural fields, agricultural enterprises, cooperatives and family farms as important fields for curriculum implementation, and promote teaching models such as "field classrooms", "workshop classrooms" and "project classrooms". Students face real problems, complete real tasks and gain real experience in authentic scenarios.

Second, a breakthrough in teaching subjects from "teacher-centered" to "dual tutorial system". A dual tutorial system of "university teachers + rural talents" should be established, employing skilled agricultural technicians, rural governance experts and typical returnee entrepreneurs as part-time teachers to transform rural practical experience into teaching content. University teachers are responsible for theoretical guidance and methodological training, while rural tutors provide practical demonstration and experience imparting.

Third, a breakthrough in teaching evaluation from "terminal evaluation" to "process evaluation". A performance evaluation system covering the whole process of curriculum learning should be established, with students' problem-solving ability, teamwork ability and innovative practical ability in rural fields as core

evaluation indicators. Diversified evaluation methods such as learning portfolios, practical reports and project achievements are adopted to comprehensively reflect students' learning effectiveness.

2.4 Evaluation Logic

Evaluation logic answers the criterion question of "how to measure effectiveness" and serves as the quality guarantee for curriculum system construction. Traditional higher vocational education curriculum evaluation is confined within the education system, with knowledge mastery and skill proficiency as main indicators, lacking consideration of the actual contribution to rural revitalization. The innovation of evaluation logic under the orientation of rural revitalization requires three expansions:

First, an expansion of evaluation subjects from "educational standards" to "social standards". Stakeholders of rural revitalization are introduced to participate in curriculum evaluation, including local governments, agricultural enterprises, cooperatives and villager representatives, establishing a multi-participatory evaluation mechanism of "educational administrative departments + industries and enterprises + rural communities".

Second, an expansion of evaluation content from "output-oriented" to "outcome-oriented". We focus not only on the process evaluation of "what has been taught", but also on the outcome evaluation of "what has been changed". The actual contribution of graduates to rural revitalization, technological improvement of rural industries, and actual growth of farmers' income are taken as core indicators of curriculum effectiveness.

Third, an expansion of evaluation cycles from "immediate feedback" to "long-term tracking". A tracking mechanism for graduates' rural revitalization services should be established to assess the long-term impact of the curriculum on students' career choices and rural development contributions through follow-up surveys over five, ten or even longer years, providing a basis for continuous curriculum improvement.

3. Practical Dilemmas

Despite the instrumental role that vocational education plays in empowering county-level integrated urban-rural development, its practical implementation continues to encounter multifaceted structural impediments that

constrain the full realization of its functions.

3.1 Misalignment between Curriculum Objectives and Rural Revitalization Needs

At present, the curriculum objectives of some higher vocational colleges still adopt the traditional urban-oriented talent cultivation positioning, failing to accurately anchor the core needs of rural revitalization for compound talents who "understand agriculture, love rural areas and care for farmers" [3]. On the one hand, curriculum objectives overemphasize skill standards for urban industrial posts, while paying insufficient attention to the cultivation of abilities urgently needed in rural areas such as smart agriculture operation, rural e-commerce operation, rural cultural inheritance and innovation, and ecological environment protection, making it difficult for students to adapt to the transformation and upgrading of rural industries. On the other hand, curriculum objectives lack guidance on the professional values of "taking root in rural areas", focusing more on students' personal career development while neglecting the cultivation of social responsibility and rural sentiment for serving rural revitalization. This leads to low student identity with rural posts; even with certain skills, students are unwilling to return to rural areas for employment or entrepreneurship. In addition, curriculum objectives fail to dynamically respond to the new requirements of the rural revitalization strategy. This "rural-avoiding" tendency results in an obvious lag between curriculum objectives and the actual needs of rural development, failing to provide precise talent support for rural revitalization.

3.2 Disconnection between Curriculum Content and Rural Industrial Reality

The design of current higher vocational education curriculum content mostly follows the traditional discipline system framework and fails to fully connect with the new trends and actual needs of rural industrial integrated development [4]. On the one hand, curriculum content has obvious "disciplinary barriers": agricultural courses still focus on basic skills such as single-crop planting and traditional breeding, lacking systematic teaching of models such as "agriculture + culture and tourism", "agriculture + e-commerce" and "agriculture + elderly care", making it difficult for students to master cross-border knowledge and comprehensive

skills required for industrial integration. On the other hand, curriculum content lacks sufficient exploration and integration of local rural characteristic knowledge. Local traditional handicrafts, special agricultural product processing techniques, ecological circular agriculture experience and other rural wisdom have not been effectively transformed into teaching resources, weakening students' ability to recognize and utilize rural local resources. In addition, curriculum content updates lag behind rural industrial technological iteration [5,6]: emerging technologies in smart agriculture such as Internet of Things applications, big data analysis and unmanned aerial vehicle plant protection account for a low proportion in courses, creating a large gap between students' skills and the actual needs of rural industrial digital transformation. This content disconnection directly leads to trained talents being unable to quickly adapt to rural industrial posts, failing to provide effective technical and intellectual support for rural industrial upgrading and restricting the effectiveness of higher vocational education in serving rural revitalization.

3.3 Lack of In-Depth Rural Embedding in Industry-Education Integration

At present, the industry-education integration of higher vocational education mostly focuses on cooperation with urban enterprises or large agricultural groups, with very low participation of rural local entities such as farmers' professional cooperatives, family farms and rural collective economic organizations. As a result, the field of industry-education integration is still confined to campuses or urban enterprise workshops, without real embedding in rural production and living scenarios. Cooperation forms are mostly superficial interactions such as short-term internships and visits, lacking long-term and stable project-based cooperation. Although some colleges have signed cooperation agreements with rural areas, they have not jointly developed curriculum projects around rural industrial pain points, and students' practical activities are mostly perfunctory, making it difficult to develop the ability to solve practical problems [7,8]. In addition, the benefit linkage mechanism of industry-education integration is imperfect: rural entities are often in a passive position of receiving technology output in cooperation, failing to share economic

benefits or development dividends brought by cooperation, leading to insufficient enthusiasm for participating in industry-education integration. There is also a lack of a normalized communication and coordination mechanism between colleges and rural areas, and cooperation projects often abort midway due to capital, personnel changes and other factors, making it difficult to continuously empower rural revitalization. This industry-education integration without in-depth rural embedding not only fails to let students truly understand the actual needs of rural areas, but also makes it difficult to transform colleges' technological and talent advantages into endogenous driving forces for rural development, ultimately greatly reducing the effect of industry-education integration.

3.4 Separation between Curriculum Resources and Rural Local Knowledge System

The construction of curriculum resources in current higher vocational education generally has a tendency of "valuing external resources over local ones", failing to organically integrate the rural local knowledge system into the curriculum resource ecology [9]. On the one hand, curriculum resource development mostly relies on standardized textbooks and general digital resources, dominated by universal disciplinary knowledge, with insufficient exploration of rural local traditional agricultural techniques, folk cultural wisdom, ecological governance experience and other rural local knowledge. Many regional traditional ecological circular agriculture models, local special agricultural product processing techniques, rural intangible cultural heritage and other resources have not been transformed into systematic teaching resources, leading to vague student awareness of the value of rural local resources. On the other hand, the access channels of curriculum resources are single, lacking a linkage mechanism with rural communities and rural local talents, and failing to establish a normalized platform for collecting, sorting and updating rural local knowledge. The practical experience and skills mastered by "local experts" and "field talents" in rural areas are difficult to pass on to students in the form of curriculum resources, causing a fault in the inheritance of rural local knowledge. This separation not only makes curriculum resources divorced from rural

reality, unable to provide students with local wisdom support for solving specific rural problems, but also weakens the empowering role of higher vocational education in the inheritance and innovation of rural culture, making it difficult to cultivate rural revitalization talents who truly understand and utilize rural local resources.

3.5 Disconnection between Curriculum Evaluation and Rural Revitalization Contribution

Current higher vocational education curriculum evaluation is still dominated by a single dimension within the education system, failing to incorporate rural revitalization contribution into the core evaluation framework, resulting in a disconnect between evaluation results and actual rural needs [10]. On the one hand, evaluation subjects are confined to school teachers and academic affairs departments, with very low participation of stakeholders of rural revitalization such as local governments, rural cooperatives and villager representatives, making it difficult for evaluation criteria to reflect the real expectations of rural areas for talents. Curriculum evaluation for agriculture-related majors only relies on students' theoretical examination scores and laboratory operation skills, while the actual results of students' rural practices such as increased farmers' income and improved brand influence brought by agricultural product e-commerce promotion projects are not included in the evaluation system. On the other hand, evaluation content overemphasizes knowledge mastery and skill proficiency, ignoring students' practical achievements in serving rural areas such as helping solve rural industrial pain points and promoting rural governance. In addition, the evaluation cycle is mostly short-term and immediate, lacking long-term tracking of graduates after returning to rural areas for employment or entrepreneurship, making it impossible to assess the long-term impact of the curriculum on students' willingness to serve rural areas, career development paths and sustainable rural development. This evaluation system not only fails to encourage students to actively participate in rural revitalization practices, but also makes it impossible for colleges to accurately grasp the direction of curriculum reform, ultimately leading to a "disconnection" between the curriculum system and the actual

needs of rural revitalization and weakening the core value of higher vocational education in serving rural revitalization.

4. Practical Paths

In response to the above dilemmas, this paper proposes a five-pronged practical path: demand anchoring, content restructuring, mechanism innovation, digital empowerment, and evaluation reform, to build a distinctive curriculum system for higher vocational education to empower rural revitalization.

4.1 Establish a Precise Docking Mechanism for Rural Revitalization Talent Needs

Establishing a precise docking mechanism for rural revitalization talent needs requires systematic promotion from three levels: demand research, feedback closed loop and differentiated adaptation. First, build a dynamic demand research network: colleges join hands with local agricultural and rural departments, rural collective economic organizations, leading agricultural enterprises and other entities to conduct a general survey of rural revitalization talent needs every quarter. Through field interviews, questionnaire surveys, big data analysis and other methods, we accurately identify post gaps and competency requirements of different counties and industries, forming a White Paper on Rural Revitalization Talent Needs to provide data support for curriculum system adjustment.

Second, establish a demand feedback closed loop linked by colleges, local governments, enterprises and rural areas: set up a talent demand committee composed of college teachers, government officials, enterprise representatives and rural talents, holding monthly demand docking meetings to collect new needs in rural industrial upgrading in real time and quickly transform them into curriculum module update suggestions, ensuring that curriculum content resonates with actual rural needs.

Third, implement a differentiated demand adaptation strategy: customize personalized talent training programs for the characteristic positioning of rural revitalization in different regions. For ecological rural areas, focus on cultivating talents in ecological protection technology and rural tourism planning; for industrial rural areas, strengthen training in smart agriculture and agricultural product

deep-processing skills; for suburban integrated rural areas, highlight rural e-commerce and urban-rural factor docking capabilities, ensuring precise matching between talent supply and regional needs. Meanwhile, introduce a big data prediction model to predict talent demand changes in the next 3–5 years combined with rural revitalization policy orientation and industrial development trends, arrange curriculum reform in advance, and enhance the foresight and adaptability of talent cultivation.

4.2 Build a Curriculum Content System of "Agriculture-Science Integration and Cross-Border Integration"

First, construct characteristic courses of "major + rural revitalization". Guided by the core fields of rural revitalization, break disciplinary barriers between agronomy, engineering, management, economics and other disciplines, and build interdisciplinary curriculum modules around smart agriculture, rural e-commerce, rural culture and tourism, ecological governance and other themes. For example, the "Comprehensive Application of Smart Agriculture" module integrates agricultural Internet of Things technology, big data analysis, precision agricultural equipment operation and other content; the "Rural Cultural Tourism Planning" module integrates folk culture research, tourism planning and design, new media marketing and other knowledge, enabling students to master cross-border skills through modular learning.

Second, develop characteristic courses integrating "local rural + modern". Deeply explore local rural resources, combine traditional farming techniques and folk culture with modern technology and industrial models to build a regional characteristic curriculum system. For example, for local special agricultural products, develop a course of "Integration of Traditional Crafts and Modern Processing Technology" to teach ancient production techniques and modern fresh-keeping and packaging technologies; for rural intangible cultural heritage, design a course of "Intangible Cultural Heritage Inheritance and Cultural and Creative Innovation" to transform traditional skills into cultural and creative product development capabilities, realizing the living inheritance and innovative application of rural local knowledge.

Third, design project-driven cross-border practical courses. Taking real rural problems as carriers, promote the "project-based learning"

model and organize students to participate in practical projects such as rural industrial upgrading and cultural revitalization. For example, cooperate with rural cooperatives to carry out the "Agricultural Product E-commerce Brand Building" project: students need to comprehensively use agronomic knowledge to optimize product quality, management knowledge to design operation plans, and information technology knowledge to build e-commerce platforms, realizing the integrated application of multidisciplinary knowledge in solving practical problems and improving the practical ability to serve rural revitalization.

4.3 Construct a Curriculum Development Mechanism for "College-Local Government-Enterprise-Rural Community" Collaboration

First, set up an organizational structure for four-party collaborative curriculum development. Establish a curriculum development committee composed of college department heads, representatives of local agricultural and rural departments, technical directors of agricultural enterprises, leaders of rural collective economic organizations and rural talents, clarifying the responsibilities of all parties: colleges are responsible for curriculum theoretical framework design and teaching resource integration; local governments provide policy support and cross-departmental coordination services; enterprises output cutting-edge industrial needs and practical cases; rural areas contribute local scenarios and actual problem lists, forming a collaborative development model of "joint discussion of needs, co-construction of content, and sharing of resources".

Second, implement a project-driven curriculum development process. Taking specific rural revitalization projects as carriers, the four parties jointly determine curriculum development themes. College teachers take the lead in sorting out the theoretical knowledge system; enterprises provide standardized processes and market data for tourism operation; rural areas provide local ecological resources and folk culture materials; local governments coordinate policy support and venue resources required for project implementation, ensuring that curriculum content directly connects with actual rural project needs.

Third, establish a resource complementary and

benefit linkage mechanism. Colleges, local governments, enterprises and rural communities jointly build an integrated practical teaching base: local governments allocate idle rural venues or provide land use policy preferences; enterprises invest in training equipment and technical consultants; rural organizations organize local talents to participate in practical guidance; colleges are responsible for teaching planning and operation management of the base. Meanwhile, a benefit sharing mechanism is constructed, and the promotion income of curriculum development achievements is distributed to all participants in proportion to stimulate the long-term participation enthusiasm of rural areas and enterprises.

Fourth, improve a dynamic iterative curriculum optimization mechanism. Hold four-party collaboration meetings every quarter to evaluate curriculum implementation effects, collect student practice feedback, enterprise post evaluations, rural demand changes and other information, and timely adjust curriculum content and teaching methods. For example, according to the new trends of rural e-commerce industry, add curriculum modules such as live-streamed sales and short video operation; in response to the update of smart agriculture technology, introduce practical content such as unmanned aerial vehicle plant protection and agricultural big data analysis, ensuring that the curriculum system always resonates with rural revitalization needs.

4.4 Build a Smart Curriculum Resource Platform for Rural Revitalization

Building a smart curriculum resource platform for rural revitalization needs to rely on digital technology to construct an integrated operation system of "resource integration-intelligent service-dynamic update", providing full-chain resource support for rural revitalization talent cultivation. First, build a "three-dimensional integration" resource library structure: first, a digital resource library of rural local knowledge, systematically collecting practical experience, traditional farming techniques, folk cultural wisdom and other rural resources of "local experts" and "field talents" through field interviews, VR recording, oral history sorting and other methods, transforming them into interactive video courses and virtual simulation practical modules; second, a modern industrial technology resource library, integrating

cutting-edge technical courses such as smart agriculture Internet of Things applications, rural e-commerce live-streamed operation and rural cultural tourism planning, introducing high-quality MOOCs from colleges, enterprise technical training videos and industry standards; third, a rural revitalization practical case library, collecting real project cases of college-local government-enterprise-rural community cooperation, including agricultural product brand building, rural governance innovation, ecological protection practices, etc., with each case attached with problem analysis, implementation paths and effectiveness evaluations, providing practical templates for students to learn from.

Second, develop intelligent service function modules: the platform embeds an AI learning recommendation system to accurately push curriculum resources according to students' majors and rural post needs; set up a remote practical guidance zone to enable rural talents to guide students' field operations, e-commerce operation and other practical links in real time through live streaming connections; establish a resource usage data analysis module to track students' learning progress, resource access frequency and practical achievements, providing data support for curriculum optimization.

Third, construct a dynamic update mechanism: set up a resource update team composed of college teachers, rural talents and enterprise technical personnel to sort out new rural industrial trends and technological progress every quarter and update resource library content; encourage students and rural practitioners to upload practical achievements and experience, which are included in the resource library after review, forming a resource ecology of "co-construction, sharing and continuous iteration" to ensure that platform resources always fit the actual needs of rural revitalization.

4.5 Establish a Curriculum Evaluation System Oriented to Rural Revitalization Contribution

Based on the educational positioning of higher vocational education serving rural revitalization, we break through the limitations of the traditional single evaluation model that emphasizes theoretical assessment over practical empowerment, and build a new curriculum evaluation system with rural revitalization

contribution as the core orientation.

First, construct a three-dimensional and integrated curriculum evaluation index system. Based on the laws of talent cultivation and the demands of rural revitalization development, we systematically build a comprehensive evaluation index framework of "student development level-rural contribution level-social satisfaction level". Among them, the student development level focuses on the fundamental goal of education, comprehensively measuring the all-round improvement of students' professional knowledge mastery, rural practical ability, comprehensive professional quality and rural responsibility sentiment; the rural contribution level focuses on service efficiency, focusing on assessing the actual results of graduates such as the proportion of employment and entrepreneurship in rural grassroots, length of grassroots service, promotion of modern agricultural technology, participation in rural governance and empowerment of rural industries; the social satisfaction level focuses on multi-stakeholder feedback, regularly collecting evaluation feedback from rural cooperative enterprises, grassroots local governments, village governance organizations and villager groups to test the adaptability of curriculum talent output to regional rural development needs.

Second, implement a multi-collaborative third-party independent evaluation system. We change the inherent model of single-subject self-evaluation within colleges, and regularly introduce independent third-party professional institutions to conduct normalized and standardized assessments of the construction quality, teaching implementation process and educational practical effects of rural revitalization characteristic courses. Meanwhile, we integrate high-quality professional evaluation resources to form a special evaluation committee composed of scholars in the field of rural revitalization, education and teaching evaluation experts, grassroots rural cadres and rural industry representatives, conducting comprehensive research and judgment from professional, grassroots and industry perspectives. Relying on the objectivity of external independent evaluation, we avoid subjective deviations of internal evaluation, and effectively ensure the rigor, professionalism and fairness of the curriculum evaluation process.

Third, improve a two-way linkage closed-loop

feedback mechanism of "curriculum-service". We strengthen the application and implementation of evaluation results, and establish a linkage mechanism deeply integrating curriculum evaluation, rural service and assessment management. The evaluation results of characteristic curriculum construction are included in the overall performance assessment of colleges' service for rural revitalization, and simultaneously deeply bound with incentive mechanisms such as teachers' professional title evaluation, teaching performance assessment and merit evaluation, so as to consolidate the main responsibility of curriculum construction and teaching reform. Relying on evaluation feedback, we timely identify shortcomings in curriculum content, teaching models and practical arrangements, dynamically promote curriculum iteration and optimization, and continuously improve the rural social service capacity of colleges. Finally, a sustainable virtuous cycle of "dynamic curriculum improvement, rural service quality improvement, and increasing revitalization contribution" is formed.

5. Conclusion

The construction of a characteristic curriculum system for higher vocational education empowering rural revitalization is a systematic project involving value reshaping, knowledge reconstruction, action reform and evaluation innovation. From the perspective of symbiosis theory and curriculum sociology, this paper explains the four-in-one construction logic of value logic, knowledge logic, action logic and evaluation logic, analyzes five practical dilemmas of "rural-avoiding", "fragmented", "superficial", "isolated" and "simplified", and proposes a five-in-one practical path of "demand anchoring-content reconstruction-mechanism innovation-digital empowerment-evaluation reform".

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