

# A Research on the Path of Ideological and Political Education in Agricultural Colleges and Universities to Promote Rural Revitalization

Yali Huang, Fei Liu\*

Sichuan University of Science & Engineering, Zigong 643000, Sichuan Province, China

\*Corresponding author: Fei Liu, suse\_lf2016@163.com

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**Abstract:** Agricultural colleges and universities shoulder the arduous task of cultivating talents for rural revitalization, in which ideological and political education is the key link in talent training. Ideological and political education helps cultivate reliable talents for rural revitalization, stimulate the endogenous power of rural revitalization, and realize direct and indirect promotion of rural revitalization. However, there are still many issues in ideological and political education in terms of educational concept, educational content, and educational model. Hence, it is necessary to strengthen the role of ideological and political education in promoting rural revitalization by clarifying the goals and concepts of ideological and political education in agricultural colleges and universities, strengthening the cultivation of students' awareness of rural revitalization services, and innovating ideological and political education models.

**Keywords:** Agricultural colleges and universities; Ideological and political education; Rural revitalization; Talent revitalization

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## 1. Introduction

Thought is the forerunner of action. Carrying out ideological education is the foundation for activating the inner action of an individual. As a compulsory subject in colleges and universities, ideological and political education undertakes the task of cultivating qualified socialist successors for the development of the country. At present, China is in a critical period of comprehensively promoting rural revitalization, which requires a large number of talents for support. However, there are still many problems in the cultivation of talents, and the shortage of talents for rural revitalization is evident. Therefore, cultivating a large number of outstanding talents who can serve the rural work is the key task of transforming the blueprint of rural revitalization into reality.

## 2. The path of ideological and political education to promote rural revitalization

### 2.1. Direct promotion: cultivating reliable talents for rural revitalization

The primary task of education is to solve the fundamental problem of “what kind of people to train, how to train people, and for whom.” Carrying out ideological and political education in colleges and universities is an important way to complete the primary task of education <sup>[1]</sup>. Ideological and political education is essentially faith education, while ideological and political courses are basically political courses. In addition to helping students establish correct world outlook, outlook on life, and values, ideological and political

education helps cultivate successors with firm socialist beliefs for the development of the country <sup>[2]</sup>. The important task of agricultural colleges and universities is to provide talent support for rural revitalization. In addition to cultivating students through regular agricultural courses, they can also strengthen students' ideals and beliefs of serving the countryside through ideological and political education, as well as inspire students to devote themselves to rural revitalization. The driving force of national rural revitalization can enhance students' sense of identity through related occupations in rural development and cultivate reliable talents with firm ideals and beliefs for rural revitalization, thereby alleviating the problem of talent shortage.

## **2.2. Indirect promotion: stimulating the endogenous power of rural revitalization**

In addition to strengthening the firm belief that talents serve rural revitalization, ideological and political education can indirectly spread positive ideas through the actual process of talents serving the countryside and stimulate the endogenous power of rural revitalization. The internal requirements of rural revitalization are extremely broad. In addition to the revitalization of rural infrastructures, the revitalization of people is also part of the strategy. In addition to the revitalization of the material level, there is also the revitalization of the spiritual level. External and material revitalization is relatively easy to achieve, but the real daunting task is the spiritual and cultural improvement <sup>[3]</sup>. Due to the relative lack of resources in rural areas, especially educational resources, although most of the poor groups have been lifted out of material poverty, it is not easy to fully eradicate spiritual poverty. In the eyes of most rural people, people with higher education are intellectuals worthy of respect. The ideological and political education in colleges and universities is to use students as a medium for Marxist and socialist propaganda. Positive thoughts and correct values can subtly influence rural residents through words and deeds. At the same time, they can also help the poor groups overcome their lazy attitude, enhance their wisdom and aspirations <sup>[4]</sup>, as well as truly stimulate the endogenous motivation of rural people to contribute to rural revitalization.

## **3. The existing problems of ideological and political education in agricultural colleges and universities that hinder rural revitalization**

### **3.1. The lack of emphasis on serving the rural revitalization work**

The traditional ideological and political education in colleges and universities, which is more of a "political" education, mainly focuses on fostering patriotic sentiments. Under the background of the rural revitalization strategy, the ideological and political education of agricultural colleges and universities undertakes new missions and tasks, but the vast majority of agricultural colleges and universities have not yet recognized the correlation between ideological and political education and rural revitalization. The effort in promoting rural revitalization has not gained enough attention, and there is a lack of integration of ideological and political education with rural revitalization, which is embodied in the following two aspects: first, the lack of ideological and political curriculum concepts in agricultural colleges and universities; the ideological and political courses in colleges and universities are less integrated with the idea of serving rural revitalization; teachers may emphasize on the importance of rural revitalization in the course content, but neglect motivating students to serve the countryside and stay in the countryside after graduation; the second is the lack of knowledge among teachers; since teachers lack the awareness of ideological and political education in serving rural rehabilitation, effective approaches cannot be employed to support the accomplishment of pertinent goals in the classroom <sup>[5]</sup>.

### **3.2. Poorly targeted ideological and political education content**

At present, the content of ideological and political education is more inclined toward macro-political and ideological education. Although it is also involved in rural revitalization, the ideological and political

education in agricultural colleges and universities still has the problem of poor content targeting. First, agricultural colleges and universities tend to design their teaching content without considering the actual development in rural areas. In the actual education process, preference is given to the macro interpretation of the national rural revitalization strategy, while the sharing and interpretation of relevant cases that serve rural revitalization tend to be neglected, which is decoupled from the specific practice of serving the rural revitalization work. Therefore, students only have a macro-level understanding of rural revitalization. Most students who have not been exposed to rural areas can only imagine them, thus lacking the belief and motivation to actually engage in rural revitalization work. Second, there is a lack of integration of rural revitalization-related education with students' future career planning education and an insufficient activation of the impetus for ideological and political education to empower rural revitalization. At present, the ideological and political education methods in agricultural colleges and universities are relatively simple, and their educational content is often homogenized. At the same time, with the advent of new media, individual differences among students are becoming more evident. In view of the lack of targeted education content and diversified education methods, it is difficult to stimulate students' interest in serving the rural revitalization work as well as promote rural revitalization and development <sup>[6]</sup>.

### **3.3. The lack of practicality in the teaching model**

Constrained by many factors, colleges and universities are not able to use diversified models to carry out ideological and political education, thus making it difficult for ideological and political education to achieve good outcomes. First of all, the teaching method is relatively simple. At present, ideological and political education is mainly carried out via classroom teaching. Generally, classroom teaching is epitomized by unilateral teaching. Ideological and political education is rarely carried out through various activities. Although some schools have engaged in carrying out ideological and political education activities, there are still significant procedural issues in carrying out such activities <sup>[7]</sup>. The educational method lacks appeal, which hinders the mobilization of students' subjective initiative. Secondly, the teaching content is monotonous. Ideological and political education tends to be reflected at the theoretical level in classrooms. It lacks the integration of case discussion and practice, along with practicality and practicability. It does not offer students the substantive support that encourages them to engage in rural revitalization work in the future.

## **4. The optimization path of ideological and political education in agricultural colleges and universities to promote rural revitalization**

### **4.1. Clarify the goals and concepts of ideological and political education in agricultural colleges and universities**

In the context of rural revitalization, the primary tasks of agricultural colleges and universities are to cultivate outstanding talents for rural revitalization and stimulate the endogenous motivation of talents to serve rural development in the future. Therefore, in order to maximize the effectiveness of ideological and political education, it is necessary to clarify the goals and concepts of ideological and political education in serving rural revitalization <sup>[8]</sup>. First of all, all agricultural colleges and universities should master the dynamic mechanism between ideological and political education and rural revitalization, redefine their ideological and political education goals and personnel training tasks, as well as initiate a top-down transformation, beginning from the top-level design of ideological and political education. Other than that, they should also pay attention to the integration and penetration of the concept of rural revitalization in the ideological and political education system. Secondly, after clarifying the goals of ideological and political education based on the needs of rural revitalization, teachers of ideological and political courses should also keep pace with the times, clarify their own teaching goals, and prepare lessons according to these goals.

The concept of serving rural revitalization should be organically integrated into ideological and political courses, so that students will be exposed to various concepts about rural revitalization. This would help students form an objective and comprehensive understanding of the countryside and develop affection for the countryside.

#### **4.2. Strengthen the cultivation of students' awareness of rural revitalization services**

At present, agricultural colleges and universities should improve the pertinence of ideological and political education content by strengthening students' awareness of serving rural revitalization, mainly from the following aspects: first, the teaching content of ideological and political courses should be designed based on the development of rural areas; through practical cases of rural development, students would develop a real and comprehensive understanding of the development status of rural areas; second, the cultivation of students' awareness of rural revitalization services should be integrated into students' career planning; students should pay attention to the direction of major national strategies, such as the rural revitalization strategy, when they are employed, especially those majoring in agronomy; in this way, students would not only have the opportunity to give full play to their professional advantages, but also promote the development of the country when they are employed; third, ideological and political education should be integrated into the learning of excellent traditional farming culture, which will help enhance students' cultural self-confidence and promote the revitalization of rural culture <sup>[9]</sup>; fourth, the research on agricultural and rural modernization development should be reinforced, the stereotype of poverty and backwardness of agricultural and rural areas in the minds of students should be transformed, the differences between traditional rural areas and modern rural areas should be clarified, and students should be encouraged to devote themselves to rural development.

#### **4.3. Innovate the ideological and political education model in agricultural colleges and universities**

Improving students' acceptance to the teaching model and changing the ideological and political education model from the ground up are both important to ensure that ideological and political education will support the rural revitalization strategy. First of all, it is necessary to give full play to the role of ideological and political education in classrooms. Ideological and political education should not only be taught in ideological and political classrooms, but also integrated into the teaching of professional courses. Secondly, social activities should also be carried out outside classroom teaching to enrich ideological and political education <sup>[10]</sup>. Thematic lectures and practical training methods that can stimulate students' interest in learning will enhance the effect of ideological and political education and stimulate students' enthusiasm for serving rural revitalization. Finally, modern teaching methods should be used on the basis of traditional ideological and political education methods. For students in colleges and universities, the internet is inseparable from their lives, and they prefer learning new things via the internet. In view of this, colleges and universities should make full use of network technology and mobile network platforms to broaden the learning channels (online and out-of-classroom learning) of ideological and political education, so that it can be integrated into the life and daily learning of students, thus achieving better educational effects.

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