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Research on the Implementation Path of Ideological and Political Education in the "Horticultural Plant Production Technology" Course under the Rural Revitalization Strategy

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Abstract: The horticultural industry plays an important role in the rural revitalization strategy. As the core course of horticultural technology, "Horticultural Plant Production Technology" shoulders an important mission in serving the rural revitalization strategy and cultivating a group of rural revitalization talents who truly love agriculture, know agricultural techniques, and understand agriculture. Under the dimension of ideological and political education in the curriculum, based on the strategy of rural revitalization, the implementation path of ideological and political education in the curriculum is expanded and improved from the construction of education models, curriculum team building, excavation of ideological and political elements, and construction of evaluation systems, in order to improve the level of ideological and political education in horticultural plant production technology courses and provide certain reference and guidance for the ideological and political construction of similar agricultural vocational education courses.

Keywords: Rural revitalization; Agricultural vocational education; Ideological and political education; Implementation path

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1. Introduction

In the context of comprehensively promoting rural revitalization, agricultural vocational education has the cumulative advantage of "sinking into rural areas, serving agriculture, and cultivating farmers," and shoulders the important mission of providing talent and skills support for serving rural revitalization [1-4]. As a core course of horticulture, "Horticultural Plant Production Technology" has been selected as a characteristic course for rural revitalization by the Ministry of Education and an online high-quality course for vocational education in Fujian Province. The teaching object has shifted from "single college students" to "diverse groups participating in rural construction," including migrant workers returning to their hometowns for entrepreneurship, college students, veterans, and new professional farmers. It plays a crucial role in serving the talent cultivation of rural revitalization strategies [5-7]. Meanwhile, through the course platform survey questionnaire, it was found that there

are problems such as outdated practical training project technology, rigid integration of ideological and political elements, low learner motivation, and weak professional identity. Based on the strategy of rural revitalization, we will expand and improve the implementation path of ideological and political education in the curriculum from the construction of education models, curriculum team building, excavation of ideological and political elements, and construction of evaluation systems, in order to improve the level of ideological and political education in horticultural plant production technology courses and provide certain reference and guidance for the ideological and political construction of similar agricultural vocational education courses.

2. Innovating the collaborative education model of "three cultures, three gardens"

On the basis of research and practice on the construction of new agricultural science, the course team has designed and established a basic framework model for diversified collaborative education in agriculture, rural areas, and farmers (**Figure 1**). Using agricultural culture, ecological culture, and craftsmanship culture as carriers of education, the "three cultures" are integrated into the hearts of students. This approach helps students understand and appreciate concepts like "timeliness," "appropriateness," "rules," and "harmony," fostering ecological values that view humans and nature as a community of life, along with the ecological development concept represented by the "Two Mountains" concept. It also cultivates a sense of responsibility among students to love their jobs and work diligently, as well as a sense of mission to benefit society. The course content actively connects and serves rural construction, using six production and entrepreneurship projects such as Yanping Lily, Zhangzhou Narcissus, and Phalaenopsis as carriers, and selecting typical tasks of flowers and plants with Fujian regional characteristics as guidance. The course is restructured into an integrated curriculum system of "garden construction, garden management, and garden industry," and the "classroom" is moved to "fields" [8]. A second classroom is constructed, and classroom scenarios are transformed to make the learning content mastered by students more in line with work needs, in order to cultivate skilled craftsmen who love agriculture, know agricultural technology, and understand agriculture.

The "three cultures, three gardens" education model integrates knowledge (understanding agriculture), skills (knowing agricultural techniques), and value shaping (loving agriculture). It closely combines ideological and political education with knowledge and skill education, achieving cooperation between cultural education (agricultural culture, ecological culture, and craftsmanship culture) and local education (developing local agriculture and forestry in Fujian), and cultivating plant production technology and craftsman talents who serve the rural revitalization strategy through diversified co-cultivation [9].

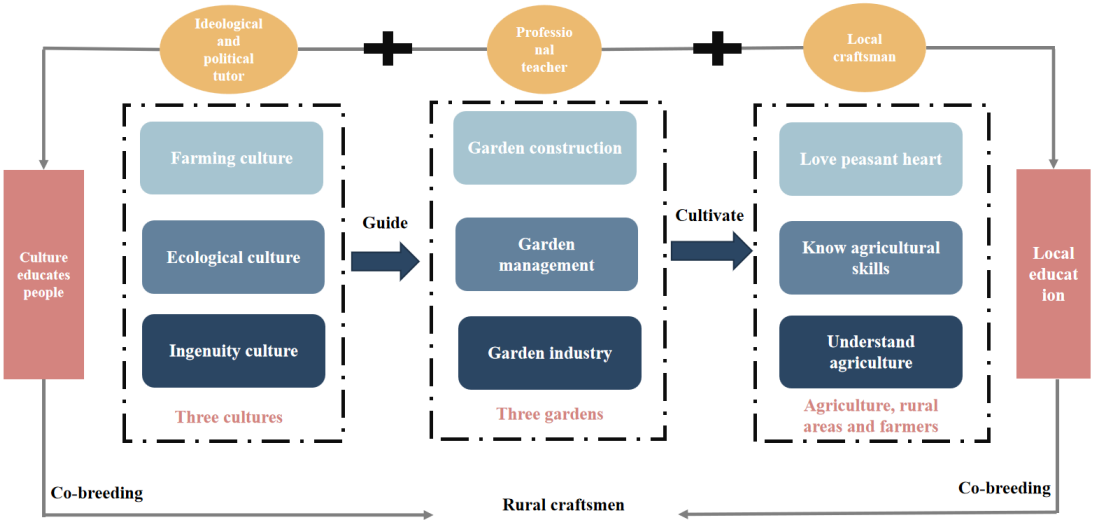

Figure 1. Collaborative education model of "three cultures, three gardens"

3. Building a high-level education team of "thinking + expertise + craftsmanship"

We practice the educational philosophy of the famous educator Mr. Xingzhi Tao, who advocates "learning from high school as a teacher and being upright as a model," guiding teachers to "establish themselves with morality, learn from morality, and teach with morality." In order to build a high-level education team, we will introduce ideological and political mentors with strong political qualities, professional teachers with high professional qualities, and rural frontline "skilled craftsmen" to form a "thinking + expertise + craftsmanship" education team. The division of labor is clear—ideological and political mentors guide the exploration of curriculum education elements, professional teachers reconstruct curriculum knowledge and skill frameworks, and rural craftsmen inherit agricultural technology and craftsmanship. The "thinking + expertise + craftsmanship" education team selects ideological and political cases that align with the national rural revitalization strategy, regional industry characteristics, school motto, Tianlin spirit, and student growth characteristics through collective lesson preparation. They build an ideological and political resource library, utilize the course platform, carefully organize pre-class materials, upload course-related ideological and political cases, and guide students to understand these cases before class. Incorporating successful industry cases with ideological and political elements into teaching helps students acquire professional knowledge and skills while fostering professional identity and cultivating a professional spirit. The post-class expansion moves the practical classroom to the field, where local craftsmen who live in rural areas and possess unique skills impart knowledge and skills. During this process, they unconsciously integrate their hardworking, pragmatic, and persistent craftsmanship spirit into students' learning process, ensuring the continuation of the local craftsmanship spirit.

4. Exploring the elements of ideological and political education

The course team not only imparts professional knowledge and skills, but also emphasizes the cultivation of ideological and political literacy, achieving cultural education, professional education, and local education. Based on the teaching content, the team updates and excavates the elements of ideological and political education in the curriculum to cultivate students' awareness, knowledge, and confidence in the agriculture field (**Figure 2**).

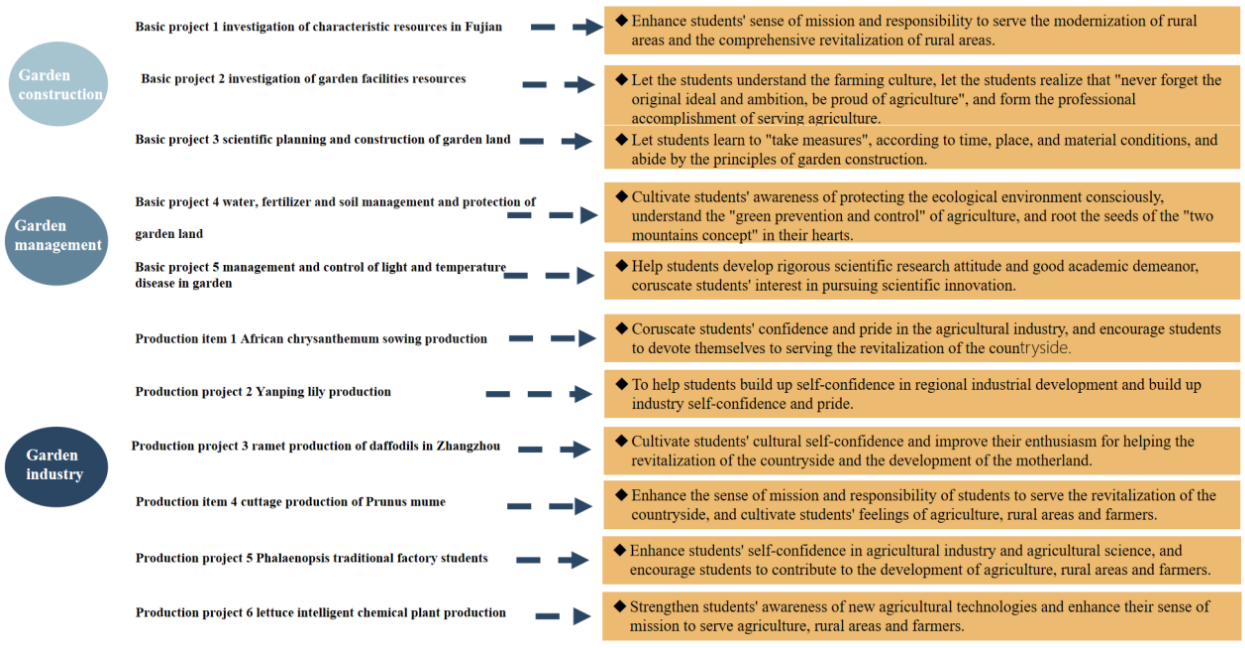

Figure 2. Mapping and integration of ideological and political literacy in the course

4.1. Promoting agricultural culture and cultivating "rural craftsmen"

Basic Project 2: Investigation of Garden Facilities Data, Introducing the Education of Fuxi and Shennong in Planting and Planting Agriculture [10]: Using the Han Dynasty's vegetable planting methods of "covering the roof with fire day and night, waiting for warmth and vitality" and the Southern Song Dynasty's flower art of "decorating the secret room with paper, chiseling the ground as a ridge, placing bamboo pipes on top of flowers, and using cow and sulfur manure" as examples, this article narrates the history and technological innovation of vegetable planting and flower cultivation in protected areas in China. This allows students to understand the great spirit of invention and the agricultural culture of their ancestors, helping them find their own positioning, and making students truly realize the importance of "not forgetting their original intentions and taking pride in agriculture." One of the core tasks of the curriculum system construction is to strengthen the cultivation of high-quality rural craftsmen, which is essential for China's transition from an agricultural powerhouse to an agricultural superpower. Cultivating the spirit of agricultural craftsmen in students from all aspects and perspectives is crucial. The course aims to nurture rural craftsmen with a spirit of excellence and innovation, with the goal of cultivating a group of high-quality rural craftsmen who are dedicated to serving agriculture and advancing agricultural practices.

4.2. Establishing the "Two Mountains" concept and practicing green agriculture

Basic Project 3: Garden Soil, Fertilizer, and Water Management: This project focuses on cultivating students' awareness of ecological and environmental protection, especially in the context of the loss of horticultural germplasm resources due to artificial destruction and natural disasters. During the practical training phase of soil improvement in planting beds, the use of soil testing and formula fertilization technology for the scientific application of formula fertilizers is adopted. This enables students to understand that agricultural "green prevention and control" should prioritize reducing or avoiding the application of chemical fertilizers and pesticides, encouraging the application of organic fertilizers, and planting green fertilizers. The "Two Mountains" concept should be rooted in students' hearts. Therefore, green agriculture is not only a means and a direction but also a crucial concept for the development of ecological agriculture in the new era. Through this project, students will learn the importance of sustainable practices and the role of green agriculture in preserving the environment while ensuring agricultural productivity.

4.3. Cultivating the "three rural sentiments" and serving rural revitalization

Production Project 7: Intelligent Plant Factory Production of Lettuce: Students are divided into two groups to explore the digitalization, intelligence, scale, and standardization of agriculture in the new era and compare them with traditional plant production models. The teacher summarizes and analyzes the role and contribution of the changes and development of agriculture in the new era to the work of farmers, people's lives, and national development. The teacher extends teaching from student practice to emotional cognition, strengthens students' awareness of new agricultural technologies, improves their sense of professional identity, and eliminates their aversion to agriculture [11,12].

5. Constructing a moral and technical education evaluation system

A scientific and comprehensive evaluation system is the fundamental guarantee for the effectiveness of education. Horticultural plant production technology is a highly practical course, and a simple "one-dimensional and two-dimensional" evaluation system makes it difficult to reflect the importance of practice. Therefore, in the course of curriculum construction, we adjusted the evaluation system of the curriculum, emphasized the educational concept of "value leading skills" [3], constructed an evaluation system that emphasizes both morality and technology,

reflected the moral consideration of students, and improved the ratio of ordinary classroom performance and ideological and political performance. According to the objectives of ideological and political education in the curriculum, students will be rated based on their learning attitude, enthusiasm for participating in course and group activities, spirit of cooperation, innovation, organizational and coordination skills, sense of responsibility, and awareness of agriculture, rural areas, and farmers [13-15].

6. Conclusion

In summary, in the construction of ideological and political education in the curriculum, teachers are the key, the classroom is the battlefield, and evaluation is the guarantee. The course team is composed of ideological and political instructors with strong political qualities, professional teachers with strong professional qualities, and rural frontline "skilled craftsmen" to form a "thinking + expertise + craftsmanship" education team, which enhances the level of education. When teaching knowledge and skills in multi-scenario classrooms, we accurately integrate ideological and political literacy such as "agricultural culture," "ecological concepts," and "three rural sentiments" subtly and silently, striving to cultivate a group of rural craftsmen who love agriculture, know agricultural techniques, and understand agriculture to serve the rural revitalization strategy, and improving the level of education. We also construct a student-centered scientific evaluation system that emphasizes both morality and technology, introduce ideological and political mentors, local craftsmen, and enterprise mentors, and form a structured and diverse evaluation team. Through a comprehensive evaluation system that covers the entire process, both online and offline, we break through the limitations of time and space in learning, stimulate students' enthusiasm and initiative in learning, enhance their sense of achievement, and ensure their level of education.

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Disclosure statement

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