

# Research on the Optimization Paths for Outstanding Agricultural Economics and Management Talents under the Background of Curriculum Ideology and Politics

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**Abstract:** The article aims to discuss how to cultivate outstanding agricultural economics and management talents to meet the needs of agricultural and rural economic development in the new era, within the context of ideological and political education. Through literature review and field research, a series of innovative talent training optimization paths are proposed, and specific suggestions are made for policymakers and educational practitioners.

**Keywords:** Curriculum ideology and politics; Agricultural economics and management; Talent training; Educational innovation

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## 1. Introduction

With the promotion of the national strategy of agricultural modernization and rural revitalization, the demand for agricultural economic management talents is increasing. The Guiding Outline of Ideological and Political Construction of Curriculum in Institutions of Higher Learning issued by the Ministry of Education clearly points out that the ideological and political construction of curriculum is an important task to comprehensively improve the quality of talent training. The outline centers on strengthening students' ideals and beliefs, fostering love for the Party, patriotism, socialism, the people, and the collective as its main focus. It aims to optimize the educational content, systematically incorporating education on socialism with Chinese characteristics, the Chinese Dream, core socialist values, the rule of law, labor, mental health, and China's excellent traditional culture<sup>[1]</sup>. In addition, the Ministry of Education, along with four other departments, jointly issued a document titled "Accelerating the Construction of New Agricultural Science to Promote Innovation in Higher Education." This initiative emphasizes the importance of enhancing agricultural education and proposes integrating the General Secretary's key discourses on the "three rural" (agriculture, rural areas, and farmers) work into classroom teaching and talent cultivation. The goal is to guide students to understand and engage with farming,

support agriculture, and contribute to the development of a “big country agriculture,” a “farming China,” and an “ecological China.” The plan also focuses on constructing a general education curriculum system with a strong emphasis on agriculture and forestry. At the same time, the guideline also proposed to vigorously promote the training of professional talents in agriculture and forestry, optimize the structure of agriculture-related disciplines, accelerate the adjustment, optimization, upgrading, and construction of majors, and enhance the forward-looking, adaptive, and targeted setting of disciplines and majors [2]. Therefore, this study aims to explore how to construct a new mode of talent training related to agricultural economics and management under the background of ideological and political courses, and to solve the contradiction between talent training and social needs. It hopes to help deepen the understanding of the integration of ideological and political courses and professional education, and to provide theoretical guidance and practical reference for the training of agricultural economics and management talents.

## 2. The connotation and goal of ideological and political courses

The connotation and goal of ideological and political courses refer to the integration of ideological and political education into the teaching process of various courses in higher education and basic education, so that students can accept the influence of ideological and political education while learning professional knowledge, and cultivate the correct world outlook, outlook on life, and values. The goal of ideological and political education of the course is not only to impart knowledge, but more importantly, to guide students to form a good ideological and moral character and to enhance the sense of social responsibility and historical mission through the innovation of the course content and teaching methods.

The connotation of ideological and political courses includes the following:

- (1) Integration of educational resources: Combining ideological and political education with professional courses, making full use of the educational resources of various courses, and forming an all-round and multi-level ideological and political education system.
- (2) Innovative teaching methods: Adopting diversified teaching methods, such as case analysis, discussion, practice, etc., to enable students to receive ideological and political education in the participation and experience, and improve the effectiveness of education.
- (3) Cultivation of comprehensive quality: Cultivating students’ moral quality, innovative spirit, and social responsibility to comprehensively improve students’ comprehensive quality.

The goal of ideological and political education in the course is reflected as follows:

- (1) Enhancing ideological identity: Through the course, students can have a deep understanding of the core socialist values, identify with the socialist road with Chinese characteristics, and strengthen their ideals and beliefs.
- (2) Improving moral cultivation: Students are guided to establish correct moral concepts, cultivate good habits of moral behavior, and form noble moral qualities.
- (3) Cultivating innovation ability: Students’ innovative consciousness and innovative thinking are stimulated, cultivating their practical and problem-solving skills, and contributing wisdom and strength to social development.
- (4) Strengthening social responsibility: Students can realize the close connection between personal development and the country and society, enhance their sense of social responsibility and historical mission, and actively participate in social construction.

### **3. Current situation of personnel training related to agricultural economic management**

At present, the training of innovative talents in agricultural economics and management has been widely concerned at the academic and policy levels. Scholars pointed out that although the training of talents related to agricultural economics and management is crucial to agricultural modernization and rural revitalization, universities have deficiencies in the perfection of training programs, modernization of teaching methods, construction of practical platforms, and innovation motivation <sup>[3]</sup>. At the same time, the challenges and opportunities of agricultural economics and management talents are also various, involving the education system, industrial demand, technological development, and other levels.

First of all, in terms of challenges, the traditional agricultural economics and management talent training mode has been difficult to adapt to the development trend of modern agriculture industrialization, scale, and intelligence. The education and teaching reform of agricultural economics and management is relatively lagging, which leads to a narrow range of knowledge and imperfect skill systems of students, making it difficult to meet the needs of modern agricultural development. In addition, teachers and students of agricultural economics and management majors lack industry experience, and practice teaching is faced with the problem of insufficient base resources.

However, in terms of opportunities, with the development of modern agriculture and smart agriculture, the demand for high-level talents in agricultural economics and management is increasing. Agricultural economics and management colleges are actively exploring new talent training modes, such as the construction of “new agricultural science,” promoting multidisciplinary integration, and building a collaborative education community. At the policy level, the state is also vigorously supporting the revitalization of rural talents and has put forward a series of measures to accelerate the training of talents for the development of rural secondary and tertiary industries and agricultural and rural scientific and technological talents.

### **4. Reform directions of outstanding talents in agricultural economics and management**

Education reform is a core issue when discussing the training of agricultural economics and management talents under the background of ideological and political courses. In response to these problems, the Ministry of Education of China has issued policy documents such as the Guidelines for the Training of New Agricultural Talents, emphasizing deepening the reform of agricultural economics and management education, accelerating the training of talents in short supply, and promoting the construction of a multi-type training system for agricultural and forestry talents <sup>[4]</sup>.

According to the new agricultural talent training guidelines issued by the Ministry of Education, the guiding philosophy of educational reform is to fully implement the Party’s education policy, with a focus on strengthening moral education and cultivating individuals with strong character and civic virtue. This approach emphasizes aligning education with national strategies, such as rural revitalization, while also addressing the global scientific and technological frontier and meeting critical national needs. The goal is to train forestry professionals who can effectively serve national strategies and contribute to regional economic and social development.

The setting principles of education reform include meeting major needs, giving full play to guiding functions, and implementing dynamic adjustment. This means that the education reform should be oriented to new agriculture, new countryside, new farmers, and new ecology, serve the new industries and new forms of business in the process of agricultural and rural modernization, and promote the deep integration of professional

setting with the industrial chain, innovation chain, and talent chain.

Specific to the new agricultural personnel training leading professional, reform measures involving five big areas of food security, ecological civilization, wisdom agriculture, nutrition and health, and rural development. Through the construction of adaptive, leading professionals, top innovative talents with profound cultural backgrounds, solid professional knowledge, innovation ability, and international vision can be cultivated.

In addition, China Agricultural University has launched a Graduate Student Internationalization Training Promotion Project, which reflects the broader trends in educational reform. The project aims to strengthen students' international perspectives, innovation capabilities, global competitiveness, and leadership in world agricultural development. By promoting opportunities for graduate students to participate in overseas learning and exchange activities, the initiative provides new pathways and opportunities for the internationalization of agricultural management talent training.

To sum up, education reform emphasizes the deep integration of curriculum ideological and political education and professional education, as well as talent training for national strategic needs. These reform measures should jointly promote the development and innovation of agriculture economics and management education.

## **5. Exploration of the optimization path**

### **5.1. Strengthening the ideological and political construction of the course and cultivating the national feelings of outstanding agriculture-related professionals**

In the ideological and political construction of the curriculum, the socialist core values should be integrated into the entire process of education and teaching to cultivate students' feelings of home and country. By conducting national education initiatives that promote farming culture and emphasize rural development, students are inspired to develop a deep love for agriculture, rural areas, and farmers. These activities enhance their sense of responsibility toward contributing to agricultural modernization and the national rural revitalization strategy. The aim is to cultivate a new generation of youth with noble moral character, solid knowledge, and physical and mental health, ultimately preparing them to contribute meaningfully to the country's agricultural modernization and rural revitalization by producing more skilled and dedicated talents.

National condition education is the core content of ideological and political education of the course, which is crucial to cultivating students' national identity and patriotism <sup>[5]</sup>. Through various educational activities such as patriotism education base, the students can experience the history and achievements of the country and invite experts to understand the political, economic, cultural, and social situation of the country and future development direction, so as to contribute to the development of the country and develop their sense of social responsibility.

Farming culture is the spiritual symbol of Chinese civilization, which contains rich history and wisdom. In the ideological and political courses, we need to pay attention to the inheritance and education of farming culture, and deeply explore its educational significance <sup>[6]</sup>. By allowing students to participate in agricultural labor, such as planting and harvesting, they can experience the hard work and satisfaction of farming, and cultivate diligence and practical skills. In addition, with the help of poetry, folk songs, and other farming culture essences, students' understanding and appreciation of the profound heritage of Chinese culture can be enhanced, so as to deepen their understanding and respect for the national cultural heritage.

Rural development is an important part of China's modernization construction and an essential entry point of curriculum ideological and political construction. Students should be guided to pay attention to rural



development and understand the current situation and future trends of rural areas. By encouraging students to participate in rural research, volunteer service, and other activities, they can personally experience the changes and development of rural areas, so as to cultivate their sense of social responsibility and mission. At the same time, the successful cases and practical experience of rural development can also be used to educate students on innovation and entrepreneurship, stimulate their innovation and entrepreneurship spirit, and contribute wisdom and strength to rural development.

## **5.2. Building a diversified talent training system to improve the comprehensive quality of outstanding agriculture-related professionals**

With the rapid progress of science and technology and the acceleration of globalization, education is facing unprecedented challenges and opportunities. It is necessary to cultivate more excellent talents with innovative spirit and practical skills from multiple dimensions.

First, we need to deepen the professional education and improve the skill level. As the core of students' skill cultivation, professional education should constantly optimize the course allocation to ensure the frontier and practicability of the course content. The practice teaching link is strengthened, so that students can master professional knowledge and skills and improve their practical operation skills. In addition, students are encouraged to participate in scientific research projects and academic competitions to develop their innovative thinking and problem-solving skills.

Secondly, we should broaden the discipline vision and shape the comprehensive quality talent. Under the background of the new era, the knowledge of a single discipline can no longer meet the complexity and diversity of real needs. Therefore, students need to be encouraged to study relevant professional courses to expand their academic horizons. Through interdisciplinary learning and practice, students can cultivate interdisciplinary thinking and innovative ability, and become compound talents with comprehensive quality.

Thirdly, we need to strengthen ideological and political education and shape a sound personality. Ideological and political education is an important way to cultivate students' moral quality and social responsibility. It is necessary to combine ideological and political education with professional education and guide students to establish a correct world outlook, outlook on life, and values through various forms such as classroom teaching and practical activities.

Lastly, we should improve our foreign language skills and enhance international competitiveness. With the deepening development of globalization, foreign language skills have become important indicators to measure the comprehensive quality of talent. It is necessary to strengthen professional foreign language teaching and improve students' professional foreign language level; by expanding foreign language courses, introducing foreign teachers, and implementing international exchange programs. This will help to cultivate students' cross-cultural communication skills and create more opportunities for them to display their talents on the international stage.

## **5.3. Promoting the coordination of science and education and optimizing the training path of outstanding agriculture-related professionals**

We will strengthen the integration of industries, universities, and research institutes and promote the industrialization of scientific and technological achievements. In today's rapid development of science and technology, it is particularly important to strengthen the cooperation between universities, research institutes, and enterprises. This collaboration can not only help to translate the latest academic research results in academia into practical applications but also provide rich practical opportunities for students. By participating in practical projects, students can learn in practice, better understand and apply theoretical knowledge, so as to lay a solid

foundation for their future careers.

In addition, we will optimize the teaching staff and improve the level of teaching and research as excellent teachers are the key to training high-quality talents. We need to constantly introduce high-level talents, while strengthening the training and development of existing teachers, so that they have sufficient professionalism and enthusiasm, in order to effectively guide students and stimulate their innovation potential.

We also build a diversified training system to broaden students' horizons. In the context of globalization, we need to build an open and diversified training system to provide students with broader space and opportunities for development. Through the exchange and cooperation with excellent universities and research institutions at home and abroad, we can provide students with more learning resources and communication opportunities, help them broaden their horizons, and enhance their cross-cultural communication skills.

Other than that, we will respect individual differences and implement personalized cultivation. Each student is a unique individual with different interests, specialties, and development needs. Therefore, it is necessary to consider the personality differences of students and develop personalized training programs to meet their different needs. Through personalized cultivation, we can better stimulate students' potential, help them find their own development path, and realize their self-value.

In short, the focus of educational reform is the innovation of teaching methods, the construction of practice platforms under the background of ideological and political courses, and the deep integration of information technology and agriculture to improve students' practical skills and innovative spirit. At the same time, the establishment of teaching staff is the key to improving the quality of education. It is necessary to update the educational concept, improve the professional teaching knowledge and skills, pay more attention to the combination of theory and practice, strengthen the cultivation of international vision, and improve students' innovation ability and practical skills, so as to adapt to the trend of agricultural development under the background of globalization.

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