

# Research on the Construction and Implementation Path of Farming-Reading Education System — Taking Tarim University as an Example

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**Abstract:** By analyzing policy documents on labor practice education issued by the Ministry of Education and other departments, combined with the actual situation of labor and farming-reading education in the university, and centering on the core goal of “advocating farming-reading spirit and inheriting farming-reading culture”, this paper constructs a six-in-one farming-reading education implementation system of “curriculum foundation, practice empowerment, base support, faculty guarantee, culture guidance and spirit casting soul”, forming a farming-reading education model with regional characteristics, which provides a referential path paradigm for farming-reading education practice in agricultural universities.

**Keywords:** Farming-reading education; Education system; Labor practice education

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## 1. Introduction

On the new journey of comprehensively building a modern socialist country in China, comprehensively strengthening farming-reading education in agricultural universities under the guidance of the idea of “farming and reading” reflects the Party and the country’s close attention to excellent traditional culture and the great significance of coordinated education through “farming” and “reading”<sup>[1]</sup>. It also provides direction and space for agricultural universities in China to explore teaching methods and talent training systems suitable for their own characteristics.

Tarim University is a comprehensive university with advantageous agricultural disciplines and distinctive life sciences, featuring coordinated development of multiple disciplines including agriculture, science, engineering, medicine, literature, management, economics, law, education, art and history<sup>[2]</sup>. It attaches great importance to labor education and integrates farming-reading education for agricultural-related majors<sup>[3]</sup>.

Therefore, the research on the integrated education system of labor education and farming-reading education for agricultural-related majors is of great practical significance<sup>[4-6]</sup>.

## **2. Improve farming-reading education courses**

### **2.1. Develop characteristic farming-reading courses**

Based on cultivating students' affection for agriculture and rural areas and strengthening cultural confidence, diverse farming-reading courses such as "Farming-Reading in China"<sup>[7,8]</sup>, "Agricultural Culture" and "Classic Reading" are carried out with research focuses on agricultural hotspots, ecological civilization, rural culture and governance, agricultural culture and life art<sup>[9]</sup>, agricultural civilization and modern agricultural industry<sup>[10]</sup>. A school-based farming-reading curriculum system for agricultural-related majors is constructed<sup>[11,12]</sup>. "Ten Lectures on Farming-Reading Education in Tianshan" is a textbook and teaching case compiled in cooperation with agricultural colleges and universities in Xinjiang<sup>[13,14]</sup>. Modern scientific and technological means are actively used to innovate education methods and strengthen the construction of online curriculum resources. Guided by the construction of new agricultural sciences 2.0, farming-reading education is organically integrated into the process of talent training<sup>[15]</sup>.

### **2.2. Offer complete labor education courses**

Theoretical and practical courses of labor education are fully offered, and the implementation plan for labor education is issued. An integrated education system of labor education and farming-reading education for agricultural-related majors is constructed. By utilizing the online MOOC resources of Tongji University, restricted elective courses are provided to students through the Zhihuishu platform. "Labor Practice Guidance Manual" has been compiled, classifying labor practice into three categories: daily life labor, productive labor and service labor, and implementing project-based labor practice.

## **3. Strengthen Farming-Reading Education Practice**

### **3.1. Carry out "on the road of farming-reading" practical activities**

Adhering to a student-centered approach, farming-reading education is combined with social practice. Every year, college students are funded to carry out "On the Road of Farming-Reading" social practice in the frontline of agricultural production, operation, and management, and "Farming-Reading Stories" competitions are organized. Voluntary services play a unique role in guiding and serving rural revitalization and building a beautiful China, assisting the development of rural industries, beautification of rural environment, improvement of public services and improvement of rural customs. The "100 Students Entering 100 Villages" campaign is thoroughly implemented, focusing on key areas, weak links, priorities, and difficulties in the development of agriculture, rural areas and farmers to organize "Great Country, Agriculture, Rural Areas and Farmers" research.

### **3.2. Conduct "farming-reading together" industrial practice**

Post scientists of the national modern agricultural industry technology system are organized to lead students to the frontline of agricultural and rural production for scientific and technological consultation, industrial services and production guidance. Relying on industrial projects, teachers and students are organized to go to

fields and production frontlines for teaching, research and practice to solve industrial problems.

### **3.3. Launch “farming-reading in China” scientific research practice**

The “Farming-Reading in China” scientific research program centers on serving rural revitalization and regional development. Based on SRF and other projects, undergraduates carry out innovation and entrepreneurship training on rural governance, agricultural science and technology with graduation theses (projects) as research objects. A special project-based talent training program will be established to enable students to practice in all links of the agricultural industrial chain. University-university, university-local and university-enterprise cooperation will be strengthened to jointly guide postgraduates in technological research and product development, cultivating high-level compound talents for strengthening agriculture and revitalizing rural areas.

## **4. Expand farming-reading education bases**

### **4.1. Expand practical teaching sites in an all-round and multi-channel way**

A multi-level and multi-type farming-reading practice base with linkage and complementarity between on-campus and off-campus is established. On-campus experimental teaching centers and practice teaching bases are fully utilized, comprehensively planned, renovated and upgraded to build teaching bases supporting the high-quality development of farming-reading education. Off-campus resources are integrated to improve the industry-university-agriculture-science-education collaborative education system, promote the construction of educational elements and resources among universities, localities and enterprises. Several off-campus farming-reading education practice bases have been built by using social resources such as modern agricultural enterprises, agricultural cultural heritage sites, agriculture-science-education cooperative talent training bases and postgraduate joint training practice bases.

### **4.2. Establish farming-reading bases and carry out farming-reading practice**

Taking fields and farms as classrooms, students are allowed to deeply participate in and experience agricultural production, comprehensively understand farming culture, cultivate an affection for agriculture and farming-reading spirit. Through the establishment of farming-reading education bases, students’ affection for agriculture is fostered and their ability to revitalize agriculture is developed. Taking the construction of farming-reading education practice bases as an opportunity, and fully relying on the resource advantages of the bases, with curriculum practice and farming-reading inheritance as the key, farming-reading education is combined with professional education, scientific research, labor practice and cultural education. Students receive farming-reading education in practice, writing theses on the land of southern Xinjiang. Meanwhile, through a series of activities such as picking festivals, labor competitions, harvest festivals and “Learning from Lei Feng” voluntary services, students are guided to advocate and respect labor, becoming practitioners and communicators of inheriting and carrying forward excellent traditional farming culture.

### **4.3. Carry out joint practical teaching with off-campus practice bases**

According to the characteristics of different majors, the practical teaching content and teaching plan of agricultural majors are reasonably adjusted. The teaching practice of the main courses of many majors is carried out in off-campus teaching practice bases, and off-campus practical instructors are employed to make

the practice content more closely integrated with actual industrial production. For example, the teaching practice of main courses such as veterinary internal medicine, veterinary surgery and veterinary obstetrics for the veterinary medicine major is carried out in surrounding farms, strengthening students' practical operation skills. The practical teaching of the horticulture major implements the whole production cycle teaching practice activities, promoting the "full-staff and whole-process practical training" practice model. Especially using the winter graduation production practice, fruit trees in surrounding regions are pruned in winter, achieving good economic and social benefits.

## **5. Build a strong farming-reading education faculty**

### **5.1. Establish a high-quality farming-reading teaching team**

Based on curriculum construction, efforts are made to cultivate a high-quality teaching team, improve their understanding of farming-reading education and teaching enthusiasm, enabling them to better carry out farming-reading education research. Relying on the Teacher Teaching Development Center, special training on "farming-reading education" is carried out to promote the professionalization of "farming-reading education".

### **5.2. Cultivate "double-qualified" teachers and recruit industrial instructors**

Agronomic experts, agricultural entrepreneurs, technical backbones of industrial enterprises, rural craftsmen and breeding experts are invited as part-time off-campus teachers to give lectures and guide students in farming-reading education practice. The personnel department sends teachers to work in agricultural departments, industrial enterprises and rural grassroots. Through cooperation with local governments and leading industrial enterprises, teacher training bases are established to continuously improve the quality of the teaching team.

## **6. Inherit and innovate farming-reading culture**

### **6.1. Advocate farming-reading spirit and inherit farming-reading culture**

Inherit the farming-reading spirits such as "using both hands and brain, integrating knowledge and practice", "holding a book in one hand and a hoe in the other", "education-oriented, advocating scholarship," and "studying diligently, improving oneself and benefiting others". In freshman education, outstanding representatives among students, teachers and alumni are set as examples to tell "school motto and school history stories", to inherit the farming culture of the university. Farming and reading cultural activities are carried out. Through "extensively reading classics" and other ways, experts and celebrities are invited to give special lectures, farming-reading cultural art exhibitions, book exhibitions and photography exhibitions are held, and farming-reading reading clubs and recitation meetings are organized to encourage and guide teachers and students to create farming-reading cultural works with historical, ideological and artistic connotations.

### **6.2. Carry out diverse farming-reading education activities**

Focusing on farming-reading culture in the new era, research activities are carried out. During May Day, Labor Day and Farmers' Harvest Festival, the "Farming-Reading Academy" summer camp is held, and several classic reading clubs are established. On this basis, students are organized to carry out classic lectures online and offline. Efforts will be made to do a good job in the "Three Supports and One Assistance", college student

voluntary service and postgraduate teaching internship group, inspiring college students to devote themselves to grassroots work, inspire their youth and contribute to the country.

## **7. Promote and inherit the poplar spirit**

### **7.1. Integrate red genes and highlight cultural edification**

The university closely combines farming-reading education with the practice of “agriculture, rural areas and farmers”, integrating it into the talent training goal. Red resources are transformed into educational resources for fostering virtue through education, and red culture and the Poplar Spirit are integrated into the whole process of talent training, infiltrating into the ideological soul of teachers and students. The primary standard of cultivating politically reliable talents is highlighted, students’ strong family and national feelings are strengthened, and students are educated and guided to firm their ideals and beliefs, take the initiative to take root in the border areas and make contributions. A large number of application-oriented high-quality talents who are politically reliable, professionally competent, “able to go down, stay, use and do well” have been cultivated. Focusing on serving regional economic and social development, the university actively explores practical teaching reform, adjusts talent training programs, attaches importance to the cultivation of students’ practical ability, promotes teaching through competitions, and integrates industry and education to promote the cultivation of students’ practical ability in different aspects. The proportion of practical teaching credits in total credits is increased to focus on improving students’ practical operation ability. The talent training model is innovative, industrial colleges are established, and application-oriented talents are cultivated through university-enterprise cooperation, providing talent guarantee for regional economic and social development.

### **7.2. Implement a full-staff, whole-process and full-chain farming-reading education practice training program**

Freshmen carry out summer social practice and surveys during holidays to understand “agriculture, rural areas and farmers” and the industry. Sophomores carry out tutoring activities to understand the characteristics of disciplines and industries, and participate in professional practices in on-campus and off-campus bases, going deep into various practical teaching bases. From junior year, students with spare capacity are selected to participate in scientific research projects and carry out professional teaching practice. From senior year, students carry out graduate scientific research training combined with graduation theses and internships, and carry out winter graduation production practice. This education and teaching model that runs practical education through the whole process of talent training has greatly improved students’ practical and innovative ability, realizing a seamless connection between the university and society, and cultivating several high-quality practical and application-oriented talents.

### **7.3. Actively participate in social practice activities**

The university always takes educating people with the Poplar Spirit and serving the revitalization and stability of Xinjiang as the characteristics of education, takes inheriting Chinese culture and serving social development as the fundamental orientation for regional economic and social development, and thoroughly promotes practical education. Every year, the university actively promotes the summer “Three Going to the Countryside” social practice—the second classroom education activity, carries forward the Poplar Spirit, and carries out various social practice activities such as tracing red footprints, theoretical and policy publicity, and

scientific and technological support for agriculture. Social practice activities are combined with theoretical study, social service and professional study to enhance students' sense of social responsibility and cultivate their affection for agriculture and rural areas through practical activities.

## 8. Conclusion

Centering on the core goal of “advocating farming-reading spirit and inheriting farming-reading culture”, this paper constructs a six-in-one farming-reading education implementation system of “curriculum foundation, practice empowerment, base support, faculty guarantee, culture guidance and spirit casting soul”, forming a farming-reading education model with regional characteristics, which provides a referential path paradigm for farming-reading education practice in agricultural universities.

In the future, the deepening of farming-reading education can further focus on three directions:

First, strengthen digital empowerment. Integrate modern agricultural technologies and innovative achievements such as drones and the Internet of Things into farming-reading education, promote the digital transformation of farming-reading education, and expand farming-reading education scenarios with information technology. Through “smart agriculture” labor education platforms and virtual simulation immersive farming-reading education scenarios, such as virtual farming-reading education teaching and research offices, virtual farming museums and online agricultural technology service platforms, the coverage of education is improved, resource imbalance is solved, and the co-construction and sharing of farming-reading education teaching resources are promoted.

Second, deepen the university-local coordination mechanism. Promote the long-term connection between farming-reading education bases and local industrial and cultural resources, continuously strengthen the farming-reading practice education model of “scientific and technological courtyard”, and normalize students' practice in fields and rural areas. Enhance students' cognition of new technologies and new business forms in modern agriculture, forming a symbiotic ecosystem of “education-industry-culture”.

Third, improve the evaluation system. Establish a multi-dimensional farming-reading literacy evaluation standard covering knowledge, ability and affection, making the effect of farming-reading education measurable and optimizable, to continuously provide stronger support for cultivating talents who know and love agriculture in the new era and inheriting excellent farming culture.

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