Reform of the Cultivation Model for Agricultural Professionals in Vocational Colleges Integrating Modern Information Technology

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Abstract

Agricultural majors in vocational colleges can provide much-needed high-quality talents for agricultural development, and provide intellectual support in improving the professional quality of workers, improving industrial production efficiency, achieving the transformation of relevant scientific and technological achievements, and achieving the sustainable development of the industry. To achieve "regional development" in agricultural vocational colleges, it is necessary to "combine agriculture with learning" and "interact in multiple ways." As the implementer of "combine agriculture with learning", schools should play a major role in talent cultivation. It is necessary to revitalize and develop agricultural education, promote the joint construction of higher agricultural institutions by ministries and provinces, implement the excellent agricultural and forestry education training plan, run a number of agricultural disciplines, and strengthen the construction of talent training bases for agricultural science and education cooperation. Therefore, this article integrates modern information technology to study the cultivation mode of agricultural professionals in vocational colleges. Students have learned to collect, analyze, and integrate information in the process of applying network resources. This process has become a necessary and essential basic skill for every student. These new methods more meet the needs of society and students' individual learning, more in line with cognitive rules, and have significant effects.

Keywords

Modern information technology, Vocational colleges, Agriculture-related major, Personnel training mode

1. Introduction

With the emphasis of national policies on the "three rural" economy, there is still a great demand for agricultural professionals in society. Only by improving the professional skills and comprehensive quality of agricultural professionals can we meet the demand of agriculture for agricultural professionals. Agriculture-related majors in vocational colleges can provide much-needed high-quality talents for agricultural development, and provide intellectual support in improving the professional quality of workers, improving the production efficiency of the industry, realizing the transformation of related scientific and technological achievements and realizing the sustainable development of the industry.
It is necessary to revitalize the development of agricultural education, promote the joint construction of agricultural colleges and universities by ministries and provinces, implement the excellent agricultural and forestry education training plan, run a number of agricultural disciplines, and strengthen the construction of agricultural and educational cooperation talent training bases. As an educational institution for cultivating agricultural skilled talents, higher vocational colleges must emphasize the construction of agriculture-related majors and cultivate high-skilled agriculture-related professionals for the society. As the base of talent training, it is very important for higher vocational colleges to train what kind of agricultural professionals for rural revitalization. Faced with such opportunities, efforts to build a "three rural" work team that understands agriculture, loves the countryside and loves farmers have brought new development opportunities and major challenges to the cultivation of agricultural professionals in local colleges.

At present, China's rural industrial structure transformation is in a critical period, and the quality of agricultural employees can't meet the requirements of existing posts. It is believed that agriculture-related majors in vocational colleges can provide high-quality talents for the adjustment of rural industrial structure and provide intellectual support for the sustainable development of agriculture through prenatal training and mid-production training. However, in reality, there are still many difficulties in training agricultural professionals in higher vocational colleges in China (Gong L P, Liu X J, & Shan Q, 2022). Due to the particularity of agricultural industry, there are still many inadaptability in agricultural development in China, especially in how to improve the concept of agricultural talents and create the distinctive characteristics of agricultural majors in higher vocational education (Deng X & Deng Z, 2022). The so-called modern information technology is an educational technology based on modern educational thoughts, theories and methods, guided by the viewpoint of system theory and using modern information technology as a means. In the teaching of agricultural specialty, every subject is closely connected with modern information technology. According to the actual application, there are mainly the application of multimedia audio-visual technology, the application of computer-aided design programs and the application of network resources (Yun X, 2022).

2. Problems in the cultivation mode of agricultural professionals in higher vocational colleges

2.1 Defect of key elements of talent cultivation mode

"Pattern" refers to the general way in which the subject acts, and is a way to achieve theory to practice. The application of the model requires that it conform to reality and timely adjust various elements to be operable according to the actual situation. It is a scientific way of thinking and cognitive means. According to the development trend of modern agriculture, students majoring in agriculture cannot fully meet their development needs by simply learning traditional agricultural knowledge. It is necessary to enable students to diversify their development and become truly skilled, knowledgeable, and capable modern agricultural science and technology talents. Although there is currently no unified view on the concept of talent cultivation mode in higher vocational education in the theoretical community, it can be defined that the talent cultivation mode in higher vocational education is the formulation of training programs adopted by higher vocational colleges to achieve talent cultivation goals (Dan H U & Zhan C, 2022). The teaching concepts of agricultural teachers in some vocational colleges are still relatively outdated, and they do not have a deep understanding and understanding of the agricultural industry. Therefore, it is difficult to achieve the expected results in improving the education and teaching of agricultural majors in vocational colleges. The details of the problems existing in the talent cultivation process are shown in Figure 1.

![Figure 1. Problems in the talent cultivation process.](image-url)
Students' theoretical education and practical education are carried out completely around the need to adapt to the post, which means that students can reach the relevant level of professional skills, have the professionalism to meet the needs of the post, get the qualification certificate to face the post, and students can undertake the work of the corresponding post after graduation (Yu H, 2019). Determine the training specifications, construct the curriculum system, organize the teaching implementation, and carry out the relatively stable structured style and operation mode of teaching management.

2.2 Ambiguous expression of talent cultivation model

Currently, talent cultivation models mostly adopt this definition, that is, under the guidance of theory, to achieve talent cultivation goals, the process of completing the two tasks of "cultivating whom" and "how to cultivate". "Cultivating whom" is the goal and positioning of the talent cultivation mode, and "how to cultivate" is the method and approach of the talent cultivation mode. By using the school-enterprise joint education with the full participation of enterprises as a means to improve students' practical ability, enhance their professional literacy, and ultimately achieve the goal of talent cultivation (Zhi-Gang L I & Arts S O, 2021). However, due to factors such as school running conditions, talent demand, and uneven economic development in various regions, the talent training models in vocational colleges vary from place to place, with different emphasis on training models.

In order to better recruit students and consciously weaken the true character of their traditional "agriculture" in the development process of some agricultural vocational colleges, the first is that in the process of formulating talent training programs, they did not truly achieve the full range of "three rural" emotional education, and changed students ideologically. When naming the talent training model, we should pay attention to the first. The model name should reflect the main characteristics of the model and reflect the connotation and characteristics of the model. Secondly, when examining the generation process of patterns, we should grasp the key links, events, and characters when naming patterns. Third, the model name should be concise, not too many words, and easy to remember.

3. Thinking and Innovation of Training Mode for Agriculture-related Professionals in Higher Vocational Colleges Integrating Modern Information Technology

3.1 Strengthen the true nature of "agriculture" and improve the professional layout

With the rapid popularization of the network process, the function of the network has penetrated into all aspects of our lives, and it is an irrefutable fact that the network is used for education and teaching. Almost every course of agricultural specialty in our higher vocational schools cannot be separated from network resources (Shi C, Zhao L, & Yan X, 2022). Carry out agricultural technology training to serve the local economy, expand the local influence and participation of agricultural majors in higher vocational colleges, and improve the brand weight of agricultural majors in the regional economy, so as to increase the appeal to parents of students and change people's prejudice against agricultural colleges and agricultural majors. Students have learned to collect, analyze and integrate information in the process of applying network resources. This process is already a necessary and essential basic skill for every student, and it will also be one of the basic ways for all work and study in the information age (Quan Y & University T N, 2022). In the actual teaching process of agricultural specialty in higher vocational colleges, the organization should be strict, the teaching environment should be suitable, the teaching contents, methods and means should be diversified, and the innovative construction of "enterprise + college" and "double-qualification system" training mechanism should be innovated to cultivate talents suitable for engineering positions. These principles are the key to the innovation of agricultural specialty training mode. The innovation of training mode for agricultural professionals is classified, as shown in Figure 2 for details.

This article combines modern information technology to study the cultivation mode of agricultural professionals in higher vocational colleges. By increasing students' interest in agriculture and changing their misconceptions about agriculture from an early age, the status of agricultural majors can be improved and their professional attractiveness enhanced. The most important thing in the process of cultivating agricultural professionals is to improve the attractiveness of agricultural students and parents in vocational colleges. Higher vocational colleges can cultivate agricultural talents through cooperation with various agricultural enterprises and departments, signing talent demand orders with both parties, and jointly formulating training plans with enterprises. According to job requirements, select talent training objectives, reasonably set training systems and practical standards, and review and supervise the teaching situation of the school. Higher vocational colleges should also go deep into the field to understand the current needs and future plans for local agricultural and rural development, so that the talents trained by colleges can better serve local agricultural and
rural areas, give full play to local characteristics, promote the integrated development of local rural primary and secondary schools, and the tertiary industry.

3.2 Precise talent positioning, improving students' employment quality

Agriculture-related majors in higher vocational colleges need to re-analyze the skills required by agricultural talents in the development of modern agriculture, go deep into the investigation and study of agricultural industry, link up with the development trend of agriculture, and cultivate agricultural compound talents with skills, knowledge of science and technology and innovation. From the teacher's preparing lessons, collecting materials and materials, to the students' preparation before finishing their works, almost every project task begins with collecting network materials. The basic knowledge of students in higher vocational colleges is generally weak, but many of the basic knowledge learned in junior and senior high schools is about daily knowledge, which still plays an important role in students' future life and work. Therefore, in the process of talent training, agricultural majors in higher vocational colleges should strengthen basic knowledge learning. For the massive network resources, we should teach students the method of identification and comparison: crawling and picking. That is, extensive collection and careful selection.

When formulating the training plan, the school fully refers to the vocational qualification examination standards formulated by the National Vocational Skills Appraisal Center, and sets up the curriculum system and teaching content to enable students to complete the training of vocational skills while completing their studies. False information cannot become the content of our knowledge accumulation. For diverse network resources, we need to learn to compare and identify, and select the resources we need from them. The diversified development of rural areas has also brought new vitality to college graduates, provided more opportunities for college employment, and also improved the quality of employment for college students. This has transformed a large number of people's long-term view of "the futility of higher vocational education" among candidates, bringing new hope to students majoring in agriculture. Upon graduation, students can complete their academic education, obtain graduation certificates, and obtain various relevant qualification certificates through examinations, improving their employment rate.

3.3 Innovative curriculum design, docking service rural revitalization strategy

Agriculture-related majors in higher vocational colleges must adjust their pace, innovate curriculum design, establish agricultural majors that can adapt to local industrial transformation and upgrading and adapt to local conditions, and provide abundant human resources for local agricultural development. Set up relevant courses corresponding to profes-
sional posts, and set up professional courses with improving professional quality as the core. Let the government put forward the demand from the local agricultural economic development plan and enterprise representatives from the talent gap in future rural development, and discuss and agree on the training of agricultural professionals in colleges and universities. Under the modern information technology environment, the training of agricultural professionals in higher vocational colleges should be based on the modern information technology network platform, because the advantages of modern information technology need the network, including the information data generated in the training of civil engineering professionals in higher vocational colleges. Students' theoretical education and practical education are carried out completely around adapting to the needs of the post, which means that students can reach the relevant professional skills level, have the professional quality to meet the needs of the post, get the qualification certificate facing the post, and students can undertake the work of the corresponding post after graduation.

Collecting, sorting and analyzing these data, and applying modern information technology, will dig out the hidden value in these data. Improve the practical operation ability, so as to better implement the purpose of "employment-oriented" in vocational education. Strictly control the "introduction door", but also pay attention to the "training door", that is, teachers' re-education. Schools should strive for opportunities as much as possible to train teachers regularly and study abroad. Under the thinking of modern information technology, we try to establish a "learning community" between colleges and farmers by using the teaching platform, teachers and scientific research achievements of higher vocational colleges, and set up local farmers' colleges. The cultivation of agricultural professionals can collect and analyze information and data from three aspects: teaching experience, reform methods and students' feedback. After systematic research and comparison, we can choose the implementation plan that best meets the requirements of civil engineering professionals' training. Make farmers fully enjoy the educational resources of higher vocational colleges and change the education situation of rural areas and farmers.

4. Conclusions

Higher vocational colleges can cultivate talents related to agriculture by cooperating with various agricultural enterprises and departments, signing talent demand orders between the two parties, preparing training plans together with enterprises, screening talent cultivation targets, reasonably setting training systems and practical standards based on job requirements, and conducting review and supervision on the teaching situation of the school. Almost every course of the clothing major in our vocational school is inseparable from online resources. From the preparation of lessons by teachers, the collection of materials and materials, to the preparation work before students complete their works, almost every project task begins with the collection of online materials. To achieve "regional development" in agricultural vocational colleges, it is necessary to "combine agriculture with learning" and "interact in multiple ways." As the implementer of "combine agriculture with learning", schools should play a major role in talent cultivation. In the process of applying network resources, students have learned to collect, analyze, and integrate information. This process has become a necessary and essential basic skill for every student, and will also be one of the basic ways to work and learn in the information age. According to the local agricultural economic development situation and the needs of enterprise post setting, carefully set up relevant agriculture-related majors, and timely communicate with companies, enterprises, and research institutes during the setting process to ensure the professional setting of the school. The formulation of talent cultivation plans should be compatible with the specifications of agricultural talents, and the teaching process should be compatible with the development of agricultural technology.

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