

Research on the Practice Model of Higher Vocational Participation in New Rural Communities under the Threshold of Lifelong Education--Take Yangzhou Vocational University as an Example

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Abstract: *Against the backdrop of rural revitalization and the advancement of lifelong education, this study explores how higher vocational colleges can participate in the construction of new rural communities, using Yangzhou Vocational University as a case study. The research focuses on the university's multidimensional practices, including skill training, cultural empowerment, technological innovation, and community service, to analyze how vocational education can promote the sustainable development of rural communities while fostering the formation of a lifelong learning system. The findings suggest that higher vocational colleges play a critical role in bridging urban-rural educational gaps, enhancing rural human capital, and stimulating local economic and social vitality, thereby providing practical pathways for realizing a learning-oriented society and promoting rural modernization.*

Keywords: Lifelong education; New Rural Community Education; Yangzhou Vocational University; Practice Model.

1. INTRODUCTION

The purpose of new rural community education is to transform a large number of rural areas from "traditional people" to "modern people" through education. Rural education emerged in China around 1930, and Tao Xingzhi's rural education experiment formed the theory of "teaching integration of society, school, and life". Yixian Li (1999) believes that community education is a type of community sex education activity that improves the literacy of all members. Xianghua Luo (2009) proposed that community education is an important component of the lifelong education system. Jincheng Wu (2011) proposed that farmers are the key to promoting the construction of new rural areas and developing rural community education. From the perspective of Premier Li Keqiang's "New Rural Areas for People", it is an important task for governments at all levels and the vast number of new rural residents to drive the transformation of agricultural modernization through the construction of new rural community education. All of these have explored and guided the development and implementation path of new rural community education.

The construction of new rural areas is an important highland for the realization of national strategies. As an important part of the entire society, the construction of a lifelong education system for the whole nation requires attention to the construction of lifelong education in new rural communities. The 17th National Congress of the Communist Party of China proposed the establishment of a lifelong learning society, the 18th National Congress specifically put forward the strategic task of building a learning society and improving the lifelong education system, and the 19th National Congress put forward clear requirements for realizing the lifelong education system and building a learning country. As one of the main bodies in educational organizations, vocational colleges should play a leading and radiating role in the process of building lifelong education in society. The National Medium - and Long Term Education and Development Plan Outline (2010-2020) also specifies that universities should promote the integration of industry, academia, and research to provide continuing education services for members of society. As a gathering place for applied educational resources, how vocational colleges can participate in the construction of the lifelong education system in the new rural community and achieve mutual benefit and win-win among all participants is an urgent and difficult problem that needs to be solved.

The concept of lifelong education emphasizes learning throughout an individual's life, transcending the boundaries of formal education and integrating into social development at multiple levels. In China, rural

revitalization has become a national strategy, requiring not only policy and financial support but also intellectual and human resource empowerment. Higher vocational colleges, with their focus on applied skills and close ties to local industries, have unique advantages in serving rural development. This paper examines the practice model of Yangzhou Vocational University in engaging with new rural communities, aiming to provide a replicable framework for similar institutions to contribute to rural modernization under the vision of lifelong education.

2. ANALYSIS OF THE PRACTICAL MODE OF YANGZHOU VOCATIONAL UNIVERSITY'S PARTICIPATION IN NEW RURAL COMMUNITY EDUCATION

Yangzhou Vocational University is located in Hanjiang District, Yangzhou City. It is a municipal higher vocational university and a pilot university for cultivating skilled talents in the national construction category. It is also an excellent institution in the evaluation of the talent cultivation level of higher vocational colleges by the Ministry of Education. There are 22 professional teaching units with a total of 68 professional directions, covering various professional categories such as industry, agriculture, economics, management, and literature. Yangzhou Vocational University, as a vocational college with abundant teaching resources, actively participates in the construction of new rural community education and provides high-quality educational resources for the new countryside. For example, the School of Management participated in the "Three Down to the Countryside" program for college students in Jiangsu Province.

2.1 Participation of Yangzhou Vocational University in New Rural Community Education

In recent years, Yangzhou Vocational University has responded to the government's call to approach new rural communities, continuously conducting more than 100 public welfare lectures such as "Sending Education into Communities", and applying for four "Learning Garden" demonstration sites, two provincial-level study tour projects within the system, and four provincial-level community education teacher studios. Teachers lead students to participate in activities such as "Three Down to the Countryside" every year, such as Jiang Wang Happy Farm and Yanhu Village New Rural Community, forming a certain level of regional visibility and reputation.

2.2 Role positioning of Yangzhou Vocational University in New Rural Community Education

Due to the government's investment and the development background of schools themselves, a considerable amount of educational resources have been accumulated, especially the implementation and establishment of online course resource libraries under the background of informatization, which is close to the demands of new rural communities such as the openness and public welfare of educational resources. The teaching resources of universities can continuously provide resources with rich professional knowledge, and can also use the combination of professional characteristics and practical needs to develop urgently needed professional courses to meet the needs of new farmers in the new era.

2.3 Difficulties in the Practice Model of Yangzhou Vocational University's Participation in New Rural Community Education

3.3.1 Weak management and operational mechanisms

At present, Yangzhou City has established a four level education network consisting of "university community college community education center resident school" and a "four haves education work framework with positions, institutions, teams, and funding". However, it is worth noting that there are still communication and coordination barriers between various links. Due to the different management systems and operational mechanisms of multiple institutions, it is difficult to achieve unified coordination and management. In addition, the relevant mechanisms for Yangzhou Vocational University to participate in the construction of new rural community education are not sound, especially in the evaluation process, how to judge the work performance of teachers, the confirmation and measurement levels of projects, and the scientific development of indicators, which need to be improved and further refined. Currently, the focus is on the academic level, and there is no specific policy support for the quantification of practical results and social service provision.

2.3.2 Insufficient resource integration and low level of specialized services

Due to insufficient quantitative indicators for assessment and evaluation, the interaction and mobility between universities and new rural communities are relatively slow. Due to different administrative levels, many resources cannot be shared between the school and the local government, and the role of government intermediary platforms is not well reflected. Therefore, the skills and knowledge urgently needed in the new rural community are difficult to be fed back to the university in a timely manner, and it is also difficult for the university to organize and cooperate in a timely manner. The one-way allocation of educational resources is clearly prominent. The teacher resources of Yangzhou Vocational University are generally postgraduate degrees or above, but the educational background of the relevant personnel in the management of new rural community education is relatively weak, so it is impossible to effectively carry out training and improvement for this group of personnel. Therefore, there is a disconnect in professional services, which also leads to a low level of service.

3. OPTIMIZATION PATH OF YANGZHOU VOCATIONAL UNIVERSITY'S PARTICIPATION IN NEW RURAL COMMUNITY EDUCATION

Building a reasonable education system for new rural communities is very important and requires mutual coordination and support from multiple parties, which is also in line with the requirements of the Party's new rural construction in the new era. Therefore, it is necessary to actively explore the construction and characteristics of new rural areas with Chinese characteristics, summarize and analyze the shortcomings of previous work, improve and innovate models with local characteristics, strengthen information technology construction, optimize practical paths, and enhance the effectiveness of this work.

3.1 Improve management mechanisms and operational mechanisms

The government should play an administrative role to break the communication barriers between universities and communities. We should base ourselves on the situation of China's National Day and community management, refine and establish management mechanisms at the district, town, and village levels, standardize the responsibilities, powers, and obligations of multiple parties at the policy level, and promote the overall development of the new rural community education system. Multi party joint construction and multiple mechanisms, including incentive mechanisms, funding mechanisms, evaluation mechanisms, etc., provide clear indicators and norms for the performance quantification of socialized services for university teachers, the construction of new rural communities, and government management work, stimulate the enthusiasm and initiative of multiple parties to participate, and help improve the operation mechanism of the entire system.

3.2 Purchase and provide service-oriented services to achieve coordinated and unified resources and funds

When Yangzhou Vocational University participates in the construction of new rural areas, it should establish more new rural community education entities and create school land practice bases to achieve the goals of industry university research and improve the practical abilities of college students. In addition to obtaining some special funds from the government, it can also obtain funds from the new rural community through market activities such as providing and purchasing, and use them for the public welfare functions of the new rural community to achieve multi-party integration of funds and achieve win-win results. Yangzhou Vocational University can select teachers and students, actively participate, and give corresponding performance recognition based on their actual efforts and benefits. In the context of informatization, actively encourage university teachers and students to participate in the construction of online teaching resource libraries, which can be opened to new rural community residents for use, or through mature models such as school credit banks, to guide new rural community residents to join.

4. CONCLUSION

New rural community education is an important part of social development, which is related to the decision-making process of the Party building the country. With the continuous promotion of new urbanization, it is even more necessary to transform the original low-level education structure into higher-level development, and technology continues to develop rapidly. It cannot be achieved solely through government guidance and the new rural community itself. Therefore, as a local applied university, its role is very obvious. Relying on educational hardware and software resources and actively participating in the construction of new rural community education can achieve a win-win situation for all parties and promote sustainable development in multiple aspects.

In the future development, Yangzhou Vocational University will continue to face difficulties and development constraints in its role positioning, operation and management mode, as well as new situations and problems. Therefore, it is necessary to continuously track, research, discover and innovate. As a local vocational university, the task of participating in new rural community education is still severe and of great significance.

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