

Practical paths for "labor-entrepreneurship integrated education" in higher vocational colleges under the background of rural revitalization

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Abstract: The comprehensive implementation of the rural revitalization strategy has raised new requirements for the quantity, quality, and structure of rural talent supply, which can in turn satisfy rural demand for talents. Based on this, this paper conducts research on the "labor-entrepreneurship integrated education" in higher vocational colleges. From three aspects: curriculum system, cooperation platforms and training scenarios, this paper puts forward optimization paths for the educational model of higher vocational colleges to support talent revitalization under the rural revitalization strategy.

Keywords: rural revitalization; higher vocational education; "labor-entrepreneurship integrated education"

1 Introduction

The Law of the People's Republic of China on the Promotion of Rural Revitalization, which was officially implemented in 2021, clearly stipulates that a sound rural talent development system should be established. It is necessary to cultivate local talents and guide young talents to flow and gather in rural areas. At the same time, this regulation particularly emphasizes the need to support various professional and technical talents to go down to rural areas to provide services and engage in entrepreneurial practices, so as to lay a solid talent foundation for the long-term sustainable development of rural areas. Taking the practical case of South China Agricultural University as a study sample, Liu systematically reviewed the construction logic and implementation outcomes of the labor-education system among agriculture-oriented universities in the Guangdong region [1], further enriching the research dimension for integrating labor education with rural talent cultivation. As the core platform for cultivating technical and skilled talents, higher vocational colleges have always regarded serving the regional economic and social development as the core orientation of their education. Their professional layout and practical teaching system design have achieved a high degree of alignment with the multi-level and multi-type talent demands in the process of rural revitalization [2]. Under this policy and industrial background, this article focuses its research on the exploration of the "labor-entrepreneurship integrated education" model in higher vocational colleges.

2 The value of "labor-entrepreneurship integrated education" in higher vocational colleges under the background of rural revitalization

One of the educational missions of higher vocational colleges is to serve regional economic development. The

implementation of the rural revitalization strategy has expanded the scope of social services provided by higher vocational colleges [3]. The "Labor-Entrepreneurship Integrated Education" model is oriented to the practical needs of rural industry development. It integrates agricultural production, rural tourism and culture, and rural e-commerce into the labor practice requirements within rural contexts, as well as into the talent-cultivation process. Meanwhile, it incorporates innovative thinking training, which can guide students to deeply understand the operation logic of rural industries and master the core skills required to serve rural areas [4]. Therefore, it can cultivate students' practical labor ability, develop their innovative thinking, and make up for the shortcomings of the traditional education model in talent cultivation [5]. Schools can provide support services such as rural entrepreneurship guidance and policy coordination to effectively lower the threshold and risks for students launching businesses in rural areas. This opens up broader career development space for graduates and injects new vitality into rural industries [6].

3 Practical approaches for "labor-entrepreneurship integrated education" in higher vocational colleges under the background of rural revitalization

3.1 Construct a "labor-entrepreneurship integrated education" course cluster with rural characteristics

Higher vocational colleges should reconstruct the curriculum system according to the demands of rural industries and break down the siloed curriculum model of labor education and entrepreneurship education. In terms of specific course setting, it can be divided into three modules. The basic module provides general courses such as rural development policies, labor spirit and innovative thinking for all students, guiding them to establish a basic understanding of rural revitalization. The professional module integrates labor practice requirements and innovation ability training into the core courses of the major. For instance, the agricultural major can incorporate innovative content such as variety improvement and brand building into the planting technology courses, while the e-commerce major can add practical content such as rural live-streaming e-commerce and agricultural supply chain construction to the online store operation courses. The extension module offers elective courses such as case studies of rural entrepreneurship and operation of rural projects to provide targeted guidance for students interested in rural-related work [7].

3.2 Build a multi-party collaborative education platform for "labor-entrepreneurship integrated education"

The implementation of the "labor-entrepreneurship integrated education" model requires the collaborative participation of multiple stakeholders, with clearly defined rights and responsibilities for each participant. In the specific operation process, the government is responsible for introducing policies to provide subsidies and rewards for the participating enterprises and institutions; industry enterprises are responsible for providing technical guidance, project resources and internship positions; administrative villages are responsible for providing labor practice sites and authentic industrial scenes; higher vocational colleges are responsible for course design, teaching organization and student management [8]. For example, a "rural revitalization talent training station" can be jointly established, in which the university assigns professional teachers, the enterprise provides technical tutors, and the administrative village offers practical instructors to jointly undertake rural industrial projects, and organize students to participate in the whole operation process of the project, so as to realize the positive interaction between talent training and industrial development [9].

3.3 Establish a labor and entrepreneurship training base oriented towards rural practices

This training base is an important scenario for the "labor-entrepreneurship integrated education". Higher vocational colleges need to change the traditional base construction model dominated by on-campus laboratories and simulation training, and expand the training scenarios to the forefront of rural industries. Real-world tasks from rural industries can be converted into training projects. Students work in groups to undertake these projects and complete the whole process from scheme design to implementation under the guidance of teachers and industrial mentors. For example, for the sale of

agricultural products in a village, e-commerce students can carry out a series of practical tasks, such as market research, brand design and live streaming operation [10].

4 Conclusion

In the process of promoting the "labor-entrepreneurship integrated education" in higher vocational colleges, it is necessary to always take the actual development needs of rural industries as the fundamental guidance, accurately connect the talent training objectives with rural revitalization tasks, and fully mobilize the participation enthusiasm and collaborative initiative of multiple entities including local governments, industrial enterprises, rural communities, and social organizations.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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