

Research on the Mechanism and Path of Integrating Farming and Reading Education into the Practical Curriculum System of Agricultural and Forestry Universities

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Abstract: It is an important talent support in rural revitalization to the personnel training of Agricultural and Forestry University in the new era. Integrating farming and reading education into the practical curriculum system of agricultural and forestry universities can enhance the connection between theory and practice, and meet the development needs of the modern agricultural industry system. It can enhance the theoretical level of practice, cultivate high-quality talents, and meet the positioning needs of professional talent cultivation. It can expand the theoretical level, innovate application capabilities, and meet the professional development direction. Based on this, it is proposed to design a labor education practice course that integrates multiple disciplines within the campus, carry out designated professional internship activities outside the campus through internship bases, and provide social connection services for graduation internship practice through enterprises and institutions.

Keywords: Farming and Reading Education; Agricultural and Forestry Universities; the Practical Curriculum System; Path of Integrating; Mechanism of Integrating

1. Introduction

Farming and reading education is an important way to integrate theory with practice, apply what has been learned, and cultivate a sound personality in the process of talent cultivation in universities in the new era^[1]. For agricultural and forestry universities, in the process of transitioning from traditional agriculture to modern agriculture, there is a lack of family farming practice, with universities focusing on theoretical education

and society lacking practical opportunities, resulting in weak practical abilities of modern college students. How to cultivate high-quality applied talents in the new era and improve practical skills is an inevitable path, especially for agricultural universities. Integrating farming and reading education into modern agricultural development and the practical curriculum system of agricultural and forestry universities can help inherit excellent farming culture, promote rural revitalization and development, and cultivate innovative high-level talents^[2]. Based on this, this article starts from the current implementation status and problems of the practical curriculum system in agricultural and forestry universities, analyzes the mechanism of the integration of agricultural and forestry education, and further explores the innovative path of practical teaching in agricultural and forestry universities' farming and reading education.

2. The Analysis of the Current Situation and Problems in the Implementation of Practical Curriculum System in Agricultural and Forestry Universities

Agricultural and forestry universities are the main institutions for cultivating talents in the agricultural industry. In the context of the rural revitalization strategy and the development of a strong agricultural country, the talent cultivation of agricultural and forestry universities should meet the needs of future modern agricultural development, adapt to the needs of new industries and formats, and solve the contradiction between homogenization of talent cultivation and diversification of demand. The practical curriculum system of agricultural and forestry universities is undergoing a transformation from theoretical to practical, emphasizing the improvement of students' comprehensive quality and practical ability.

However, there are still some issues and challenges in implementation.

2.1 The Interdisciplinary Integration of Agricultural and Forestry Universities is Insufficient, Making It Difficult to Meet the Needs of the Modern Agricultural Industry System

The departmental design of agricultural and forestry universities includes a series of disciplines in various aspects of the industrial system, such as agriculture, agriculture, information technology, animal husbandry, food, economics, and management. However, there is relatively little cross disciplinary integration between these disciplines, which fails to adapt to the different product systems and industrial chain systems in the modern agricultural industry system. Therefore, the school needs to act as the main body to carry out top-level design, integrate various disciplines into different sub projects, and jointly build the school's main project and brand.

2.2 The Professional Themes of Practical Education Courses in Agricultural and Forestry Universities are Not Clear, Making It Difficult to Meet the Needs of Talent Cultivation at Different Levels.

According to the survey, practical courses are offered in agricultural and forestry universities from freshman to senior year, ranging from "cognitive internship and labor internship and professional internship and graduation internship" to innovative practical activities. The specific practical content, levels, and objects are not very clear, and the theoretical courses have not been effectively connected. The goal positioning for cultivating students of different grades is also not clear enough.

2.3 The Supply of Practical Bases Does Not Match the Needs of Students' Internship Practice, and the Integration Depth Between Practical Bases and Professional Practices is Insufficient

The practice base is an important link for college students to interact with society and engage in internship practice^[3]. The setting of university majors has employment orientation, but the matching degree between students' graduation and actual majors is not high. Self employment leads to some students not

pursuing their majors after graduation, causing difficulties in professional training. The root cause is the difference in students' cognition between their choice of major in the college entrance examination and their professional practice, which leads to their failure to find employment according to their major. One of the important reasons for this is that students have not been able to deeply identify their professional interests in professional practice, and the attractiveness of professional practice orientation is insufficient.

3. Mechanism and Dilemma Analysis of Integrating Farming and Reading Education into Practical Courses in Agricultural and Forestry Universities

Farming and reading education originates from the excellent traditional cultural ideas of ancient China. For modern education, it is to promote and inherit the excellent farming and reading culture and spirit of China, and cultivate socialized builders and successors^[4]. with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor in the new era^[5]. Farming and reading education emphasizes comprehensive development, reflecting the organic combination of farming and reading. Essentially, it pursues the ecological system value concept of harmonious coexistence between humans, nature, and society. The integration of agricultural and forestry education into the practical curriculum system of agricultural and forestry universities is a process of effectively integrating knowledge learning, skill training, and spiritual and cultural inheritance into professional education, labor education, and all-around development education. Its integration mechanism is manifested in the following three aspects:

3.1 Farming and Reading Education Combines Theory with Practice in the New Era, Organically Linking Theoretical Courses with Practical Courses to Form a System

Theory is the acquisition of knowledge and skills, and its principles can be efficiently mastered through classroom learning. However, practice is the only criterion for testing truth. Only through practice can the learned principles be applied, better grasp their internal mechanisms, enhance their breadth and depth

of application, and thus contribute to the emergence of innovation and creativity. The current ratio of theoretical courses to practical courses in agricultural universities is still difficult to meet the needs of effective implementation of farming and reading education, especially the lack of interdisciplinary and professional development mechanisms. For example, there is a lack of practical education related to farming knowledge and the interconnectedness of various disciplines in the modern agricultural industry system, and the lack of reflection of farming thinking and professional practice education in farming culture.

3.2 The Integration of Farming and Reading Education into Practical Courses, Which Enhances the Theoretical Level of Practical Courses and Meets the Demand for High-Quality Talent Cultivation in Higher Education

Farming and reading education, as an educational philosophy and practical model, emphasizes the combination of "farming" and "reading", aiming to deepen the understanding and application of theoretical knowledge through practical activities. This educational model not only enriches the teaching content, but also innovates teaching methods, making the teaching process more vivid and adaptable to the needs of modern college students. It enables students to learn and master theoretical knowledge in practice, thereby improving their practical ability and innovative spirit^[6]. By integrating farming and reading education into practical courses, students can experience and explore in practice, apply theoretical knowledge to practice, not only enhance the theoretical level of practical courses, but also help cultivate students' comprehensive quality and innovation ability. Especially through the construction of different forms of practical curriculum systems, it can meet the innovative needs of students in agricultural and forestry universities, from emotional cognition of knowing and loving agriculture to familiarity and further development of rural revitalization.

3.3 The Integration of Farming and Reading Education into Practical Courses, Which Helps to Expand Theoretical Courses, Apply Theory to Practice, and Enhance the Applicability of Students' Learning

The characteristics of agriculture and forestry majors determine the need to strengthen practical teaching in order to adapt to the development needs of agricultural industries. However, the situation of internship teaching is simple and lacks a scientific monitoring feedback and assessment mechanism. How to supplement theoretical teaching and establish stable internship bases with enterprises and society, and how to update concepts and improve practical teaching efficiency in the context of scarce educational resources and insufficient internship funds in universities are also important issues that must be addressed.

4. Exploring Path of Integrating Farming and Reading Education into the Practical Curriculum System of Agricultural and Forestry Universities

In the process of comprehensively promoting rural revitalization, accelerating ecological civilization construction, and strengthening the country and agriculture, agricultural universities should combine the needs of new agricultural science and modernization of agriculture and rural areas, deeply explore and refine the elements of farming and reading education, explore the characteristics of agricultural education in the new era, shape new connotations of agricultural education, and construct a new paradigm of agricultural education that fully reflects the characteristics of the times and school-based features through the combination of agriculture and education^[7]. Design practical teaching models that are in line with the inheritance of farming and education for different agricultural and forestry majors. Traditional agricultural education advocates the concept of "the wise and the people cultivate and eat together". Modern agricultural education should innovate the curriculum system for cultivating agricultural and forestry talents in response to the needs of agricultural modernization construction, combine education and teaching with agricultural production, and focus on the integration of knowledge and action. Agricultural education should be integrated into the subject system, teaching system, textbook system, and management system to enhance students' ability to analyze and solve problems in the practice of agriculture, rural areas, and farmers^[8]. Taking the economic management major of humanities and social

sciences in agricultural and forestry universities as an example, a typical survey was conducted on 150 students from three grades and three classes in the agricultural and forestry economic management major of applied universities. From the basic characteristics of the survey subjects to the cognitive and practical education inspirations of farming education, a specific implementation path for integrating farming education into the practical curriculum system was proposed.

4.1 Design of Labor Education Practice Courses that Integrate Multiple Disciplines on Campus as a Carrier

Integrating farming and reading education into practical courses can promote the deep integration of one major and multiple majors in agricultural and forestry universities. The campus activity embedding model can be adopted to explore campus resources for practice. For example, students majoring in management can participate in the practical process of agriculture, animal science, agricultural machinery, information, etc., which can not only enhance their micro understanding of the agricultural field, but also think about problems from their own professional perspective, allowing students to grasp the essence, broaden their horizons, and master skills in practice.

It was found from 150 surveys that 85% of college students agree to participate in agricultural practical labor, while 33% of college students have not participated in agricultural production practical activities. Therefore, the education model of integrating multiple disciplines on campus not only meets the requirements of higher education for high-quality talent cultivation, but also provides strong support for rural cultural revitalization. By integrating multiple disciplines for labor practice and labor education, it can inherit, innovate, and promote the essence of rural culture in various regions, and will also contribute to the revitalization of rural culture. For example traditional agricultural festivals and celebrations can be held on campus to enhance the deep understanding and knowledge of agricultural culture among college students in the new era^[9]; Agricultural research and study service organizations can be established to provide prospective college

students who are about to make professional choices with an early understanding of the cultivation directions of different majors in agricultural and forestry universities, and to enhance their professional interests; It is possible to integrate the agricultural culture and characteristic cultural activities of different provinces into the practical curriculum system of agricultural education, so that students can strengthen their understanding and knowledge of their hometown. At the same time, they can promote and advertise their own agricultural culture in different regions, allowing excellent agricultural culture and modern cultural ideas from different regions to collide, stimulate innovative thinking, and achieve a mutually reinforcing effect of combining theory and practice.

4.2 Conduct off Campus Designated Professional Internship Practice Activities Using Internship Bases as Carriers

Off campus internship practice bases are important places for universities to practice and interact with society. On the one hand, universities and localities need to coordinate and plan with each other, and determine the base through project guidance; On the other hand, it is necessary to meet mutual needs and find a point of connection. Many internship practice bases in agricultural and forestry universities focus on development rather than application, and there is insufficient maintenance and integration of innovative achievements after construction, which has not played the expected role. Due to the long geographical distance and tight budget, some students can only attend centralized internships and practical activities, which usually only take about a month, making it difficult to fully immerse themselves in professional exploration. The integration of agricultural education requires effective connection between theoretical courses and practical courses in multiple aspects and levels, and continuous learning and application of theory and practice.

To this end, modern digital information development methods can be used to connect in real time. For example, in the transformation and development of digital rural areas, rural digital management and digital agriculture industry development can be shared at any time^[10]. On digital platforms, multiple entities

such as universities, rural areas, enterprises, and society can be integrated for mutual communication, providing external conditions for the integration of agricultural education. Therefore, schools, rural governments, and organizations need to create closer collaborative mechanisms, clarify the rights and obligations of both parties, and formulate common systems that are suitable for the needs of both parties in the new era. In this way, agricultural and forestry universities can apply various majors, effectively connect theoretical courses with practical courses, provide a practical testing base for theoretical courses, and clarify the practical goals of practical courses, thereby promoting theoretical innovation.

4.3 Conducting Social Connection Services through Enterprises and Institutions as a Carrier for Graduation Internship Practice

The final stage of college internship practice is the pre graduation internship, which is aimed at students' employment direction and meets the needs of students' transition from school to society. According to a survey of agricultural and forestry majors in universities, it was found that although 87% of students have good expectations for the future development of rural revitalization, only 50% are willing to work in the agricultural field after graduation, indicating that their professional employment enthusiasm is not very high. On the one hand, it stems from the reality of low comparative efficiency in agriculture and social prejudice against agriculture. On the other hand, it is due to insufficient understanding of the future development direction of modern agriculture and the broader employment space involved.

In recent years, the government has proposed measures to integrate industry and education to enhance the mechanism for college students to integrate into society. Universities, governments, enterprises, industries, and society have also promoted internship practice platforms for talent cultivation. However, the collaborative education system chain between enterprises, institutions, and universities has not been fully connected, and many mechanisms and systems are not perfect. There is still a mismatch between students' vocational skills and adaptability. Therefore, it is necessary to increase government support in terms of the social responsibility of enterprises

and institutions, as well as the systematic cultivation of students, to truly involve enterprises and institutions in college student internships and provide them with the necessary talents. Universities should also change their mindset, connect with relevant enterprises and institutions in advance from enrollment education, establish a professional direction of school enterprise supply and demand docking platform, establish a talent demand docking system database and an effective connection between the process of college student internships and practice content, and make college student internships and practice on campus an assessment condition for future employment. This will truly connect the internship practice content with the employment needs of enterprises and institutions, which will help students choose employment after graduation and cultivate talent demand in enterprises and institutions.

5. Conclusions

The integration of farming and reading education into practical courses in agricultural and forestry universities is an important way to combine theory with practice. By leveraging the design of agricultural and forestry university campuses with multidisciplinary coexistence, sharing, and joint development of agricultural and forestry projects, a cross disciplinary integration platform can be built for different disciplines, which helps to broaden the practical curriculum system and promote innovative points for interdisciplinary development; By exploring the convergence points between practical bases and professional development, strengthening the effective connection between supply and demand, and enabling cultivation and education to form a virtuous cycle, promoting the development of agriculture and forestry majors and the revitalization of rural practical bases; Through the support and training of enterprises and institutions, a platform for talent cultivation between schools and enterprises is formed, promoting the balanced development of supply and demand in professional talent cultivation.

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