

# The Significance, Difficulties and Paths of the Integration of Industry and Education in Higher Vocational Education to Enable Rural Revitalization

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## Abstract

The strategy of rural revitalization provides an opportunity for higher vocational education to serve agricultural and rural farmers. It is of great significance for vocational education to actively serve rural revitalization based on the integration of industry and education. Although higher vocational education has made some achievements in enabling rural revitalization, there are also certain difficulties: insufficient supply and demand connection and integration, insufficient employment and entrepreneurship orientation, and lack of overall planning mechanism and system. Based on this, higher vocational colleges should serve the rural revitalization strategy from three aspects: innovating talent training mode, building rural revitalization technology and platform, and building a multi-party coordination mechanism between government, schools and enterprises.

## Keywords

Integration of Production and Education; Rural Vitalization; Route.

## 1. Introduction

The Sixth Plenary Session of the 19th Central Committee of the Communist Party of China emphasized that "the Party has always taken solving the problems of agriculture, rural areas and farmers as the top priority of the whole Party's work, implemented the strategy of rural revitalization, and accelerated the modernization of agriculture and rural areas". The No. 1 Document of the Central Committee in 2022 pointed out that the key work of rural development, rural construction and rural governance should be done well in a down-to-earth and orderly manner. If the nation wants to revive, the countryside must be revitalized. It requires improving the urban-rural integration development mechanism, implementing rural construction actions, and promoting rural revitalization to make new progress.

As a vocational education with distinctive 'local' characteristics and the purpose of serving regional development, it is bound to play a very important role in the rural revitalization strategy. Vocational education, as a type of education aimed at cultivating people, has a natural and direct connection with the revitalization of rural talents. Vocational education trains technical and skilled talents, and rural revitalization requires practical talents who understand technology, know business, are good at management, and have quality, which are highly consistent with each other. The New Education Law of 2022 points out that vocational education should take the integration of industry and education as the starting point, and have great potential in talent training, technological innovation, employment and entrepreneurship, social services, cultural inheritance and other aspects, and actively and effectively serve the rural revitalization strategy.

## **2. The Significance of the Integration of Industry and Education in Higher Vocational Education to Enable Rural Revitalization Text**

### **2.1. Consolidate the Achievements of the Fight Against Poverty**

Poverty alleviation is an important part of rural revitalization. The report of the 19th National Congress of the Communist Party of China (CPC) pointed out that poverty alleviation must be closely combined with supporting aspirations and wisdom. How to consolidate the hard won achievements is a major issue that concerns the overall situation.

Education is an effective way to eradicate poverty. Higher vocational education is one of the most effective ways to help the poor. Support the organization of rural oriented vocational education, organize and carry out agricultural skills training, homecoming entrepreneurship and employment training and vocational skills training, and cultivate high-quality rural revitalization talents. Vocational education provides human resources and intellectual support for the rural revitalization strategy, improves rural income, and consolidates the achievements of poverty alleviation on the basis of eliminating absolute poverty.

### **2.2. Disseminate and Carry Forward the Advanced Socialist Culture to Provide Endogenous Impetus for Rural Revitalization**

Rural culture is the root vein of Chinese culture, the inexhaustible source and fertile soil of the rich and colorful Chinese civilization, the spiritual source of the countryside, and an important endogenous force to enrich rural life, unite rural people and maintain rural social order. Through deepening the integration of industry and government with the countryside, higher vocational colleges have excavated and protected traditional farming culture, inherited and deepened the intangible cultural heritage of traditional excellent culture, inherited and innovated, improved the rural environment, increased the supply of rural culture, activated rural cultural resources, reconstructed the value of rural culture, and strengthened villagers' cultural identity to promote the prosperity of rural culture. In addition, higher vocational colleges actively participate in the ideological and moral construction of rural villagers, actively expand the cultural life of rural villagers, actively undertake the training of rural cultural construction talents, educate villagers in ideology, law, morality, humanities and other aspects, advocate the concept of healthy life, enhance rural cohesion, and build an endogenous power for the sustainable development of rural economy and society.

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### **3. The Current Situation of the Integration of Higher Vocational Education and Industry Enabling Rural Revitalization**

The efforts and achievements of higher vocational education in serving rural revitalization are reflected in three aspects: first, higher vocational enrollment serves rural students; second, it guides higher vocational graduates to work and start businesses in rural areas; third, it vigorously promotes rural vocational training and services, and has achieved certain results..

#### **3.1. Higher Vocational Enrollment Service for Rural Students**

The Ministry of Education stressed that secondary vocational schools should increase their enrollment in rural areas, flexibly adopt the forms of registration, centralized enrollment and multiple supplementary enrollment, and widely absorb rural youth, migrant workers and other groups. First of all, in the enrollment of higher vocational education, rural students account for an important proportion, which can be said to account for "half of the country" in higher vocational education. With the popularization of education, the proportion of rural students applying for higher vocational colleges is steadily increasing every year, showing an upward trend. In 2019, the "Action Plan for Improving the Academic Degrees of Millions of High quality Farmers" was launched to cultivate 1 million high-quality farmers for members of the "Two Committees" in rural areas, new agricultural business entities, etc. Secondly, higher vocational education has also set up a special enrollment plan for rural students, especially for poor districts and counties, which will expand enrollment every year, thus increasing the opportunities for rural students to receive education. Finally, vocational colleges have set up special incentives and subsidies for rural students, such as grants, special loans, work study programs and tuition reduction and exemption, to help rural students solve practical difficulties and increase the educational opportunities and cultural popularity of rural students.

#### **3.2. Vocational College Graduates Go to Rural Areas for Employment and Entrepreneurship**

Higher vocational colleges actively respond to national policies, guide and encourage students to participate in grassroots construction, support students' rural employment and entrepreneurship, implement policies such as "college student village officials" and "three supports and one support", and expand grassroots service teams. During the "Twelfth Five Year Plan" period, the government gave priority to the selection of students majoring in agriculture through projects such as "serving in villages", "Western Plan", "agricultural technology special posts", and promoted the employment and entrepreneurship of students majoring in agriculture through policies such as student compensation, national student loans, and tax incentives. The vocational colleges have expanded the employment channels for graduates in rural areas through order training and joint training of urban and rural vocational schools to promote employment. After entering the "13th Five Year Plan", vocational colleges further improve the employment quality of agricultural related graduates through the collectivized school running mechanism, employment and enrollment plan talent training linkage mechanism, strengthening career development education, and giving play to the role of human resources and social security institutions. Among the great strategic measures of rural revitalization, school village cooperation and school town association have become the most critical content. Rural revitalization talents are the core. Higher vocational colleges provide a strong talent support for the development and growth of rural economy. They are the talent training base for rural revitalization, which is not only conducive to the employment of students, but also promote the development of rural economy.

### 3.3. Vigorously Promote Rural Vocational Training and Services

According to relevant national policies, higher vocational colleges have been committed to providing vocational skills training services for rural labor. One of the tasks of vocational education is to transfer rural surplus labor, help farmers find employment in cities and towns, and help them get rid of poverty and become rich. Full time training for migrant workers, rural surplus labor and entrepreneurship in rural areas can inject new vitality into rural areas and form a good recycling system while developing the rural economy. It is better to teach people to fish than to teach them to fish. Professional and effective training can continue to stimulate rural economic growth. Carry out vocational education and training of "agricultural to non-agricultural". The Chinese government has successively issued a number of guiding documents on vocational education and training for the "transformation from rural to non-agricultural". First, it emphasizes the need to strengthen vocational education and the simultaneous promotion of economic and industrial transformation and upgrading and urbanization, closely focus on the industrial key areas to adjust the professional layout of vocational education and reform the curriculum content, and carry out continuing education for enterprise workers, including migrant workers. Through the implementation of "Sunshine Project", "Spring Tide Action" and other projects, employment skills training will be carried out for junior and senior high school graduates, vocational farmers, returning migrant workers and other groups to improve their ability to find employment and re employment in cities. We will carry out practical technical training in rural areas and cultivate new types of vocational farmers. The Ministry of Education and the Ministry of Agriculture of China have successively organized farmers' skills training projects such as the "Rural Skills Project for All" and the "Rain and Dew Plan" to continuously expand the technical training for farmers. At the same time, the Ministry of Education has also cooperated with the Ministry of Agriculture to carry out research on the cultivation of new vocational farmers. Nearly 1000 agricultural related specialties in more than 250 vocational colleges in China have trained 40000 technical and skilled talents to serve the rural revitalization.

## 4. The Current Situation of the Integration of Higher Vocational Education and Industry Enabling Rural Revitalization

Although the integration of industry and education in higher vocational education has made positive efforts to enable rural revitalization and achieved some results, there are still some problems in serving rural revitalization.

Higher Vocational Enrollment Service for Rural Students

### 4.1. Insufficient Supply and Demand Connection and Integration

Although the higher vocational education has trained a large number of practical talents, the higher vocational colleges cannot set up majors and talent training objectives in accordance with the local economic reality and characteristic industries, and the major setting does not adapt to the adjustment of industrial structure, and cannot really serve the development needs of local industries, especially rural industries; Inability to accurately connect with rural economic transformation, rural industrial upgrading, and the cultivation of modern professional farmers; The teaching content is solidified and is relatively disconnected from social development; The school and enterprise can not be effectively connected. The specialty setting and curriculum teaching of higher vocational education can not be well integrated with the actual needs of enterprises to some extent. The cooperation between the school and enterprise is not deep enough, and the results are not satisfactory.

### 4.2. Inadequate Employment and Entrepreneurship Orientation

Although the state calls on and encourages college students to join the grassroots and serve the

countryside, influenced by the traditional "dragon jumping" ideology, college students tend to choose jobs and obtain employment in cities; The deep-rooted traditional ideas also make rural parents more hope that their children can jump out of the "rural gate" and go to the city to live and develop. Although national and local functional departments and vocational colleges hold various college students' innovation and entrepreneurship competitions every year, most of the students are not enthusiastic about participating and the results are not satisfactory; Most vocational college graduates only take entrepreneurship as an alternative to employment failure. In order to improve the employment rate of graduates and the professional counterpart rate, vocational colleges often strengthen the employment concept of "employment first, then employment selection" in the teaching of freshmen's career planning and employment guidance courses, which is not enough for students to guide and guide entrepreneurship.

#### **4.3. Lack of Overall Planning Mechanism and System**

Although the higher vocational colleges are strongly committed to rural revitalization, they lack overall planning and government related coordination, management norms and coordination mechanisms, and resource advantages of local higher vocational education, enterprises, agricultural and rural areas, human society, poverty alleviation and other functional units. Higher vocational colleges serve the rural revitalization, lacking systematic policy guidance and system guarantee. The strategy of rural revitalization has not yet been integrated into the higher vocational education and personnel training system of higher vocational colleges. Most higher vocational colleges serve the rural revitalization, especially for poverty alleviation, and are limited to the assistance of human and material resources; The effect of rural vocational training and service is not satisfactory; The form of assistance is single, such as giving condolence money and condolence goods on holidays, helping the poor to purchase or sell agricultural products, etc; It cannot be closely combined with the local reality, and is partial to "blood transfusion" and less "hematopoiesis"; The relationship between poverty alleviation and supporting the aspiration and intelligence was not well balanced.

### **5. The Path of the Integration of Industry and Education in Higher Vocational Education to Enable Rural Revitalization**

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#### **5.1. Innovative Talent Training Mode**

##### **5.1.1. The Higher Vocational Majors Connect with the Industry and Promote the Higher Vocational Education to "Face the Countryside"**

In view of the problem of "retaining" talents, there was once a debate between vocational education "leaving agriculture" and "serving agriculture" in the academic circle. However, some studies have pointed out that this refutation not only violates the human rights ethics of free population movement and solidified the urban-rural dual pattern, but also does not conform to the "noumenon value of 'educating people'" of vocational education. Therefore, we should jump out of the logical framework of "non city or township" and redefine the rural revitalization of talents from the standpoint of student development. To be specific, the modern rural revitalization talents cannot be limited to the traditional role of "hard farmers" who "face the loess and face the sky", but to modern, intensive and intelligent production and management, professional and technical, and social service oriented new professional farmers. Rebuild the concept of rural oriented vocational education, regard "farmers" as a career choice, change the traditional phenomenon that only students from rural areas would choose agriculture related majors, broaden the orientation and recruit talents, and truly cultivate a group of new vocational farmers who love the countryside, have culture, know technology, and can govern;

With the horizontal extension of the agricultural industry chain and the extension of school running to the secondary and tertiary industries, according to statistics, "by the end of 2020, the total number of professional farmers in China has exceeded 20 million, and the 100 billion yuan vocational farmers' education and training market is urgently needed to be developed". We should make full use of the policy to strengthen investment and expand the scale of rural vocational education. Through the deep integration of industry and education, guide agricultural higher vocational colleges to take the rural revitalization demand as the guide, form the mapping relationship between the rural revitalization industry chain and the vocational specialty group, realize the organic integration of all majors within the agricultural specialty group, ensure that the agricultural specialty group really meets the needs of the rural revitalization industry transformation, promote the higher vocational education to truly "face the countryside" and open school, and cultivate high-quality rural revitalization talents.

### **5.1.2. The Targeted Training of Higher Vocational Colleges Promotes the Trained Talents to "Work in the Countryside"**

Through the deep integration of industry and education, we should cultivate a high-quality talent team "willing to work, able to work, and long-term work" for the countryside, realize that rural talents "come from the countryside and go to the countryside", and provide a strong endogenous impetus for rural revitalization. Vocational colleges and universities are an important position to cultivate talents for rural revitalization. Vocational education should be actively integrated into rural education planning to vigorously cultivate high-quality talents. Vocational colleges should build a targeted rural oriented enrollment system, that is, in addition to full-time schooling, it is also necessary to establish a flexible school system to meet the needs of various agricultural training, and carry out multi-level and systematic agricultural training; In terms of curriculum, we should seek breakthroughs and have the courage to break the barriers that are too detailed in the traditional classification of agricultural related majors, such as setting up major agricultural species cultivation, major in agricultural product processing, and major in rural service and management; Make use of the existing curriculum content, teaching staff, teaching conditions, combined with the available resources such as local equipment and sites in the countryside, to make vocational education "at the gate of the home", provide vocational skills training for the vocational farmers in the village, migrant workers returning groups, housewives, etc., so that the existing rural labor force is willing to learn. At present, it is necessary to accelerate the construction of a city (county), township and village level rural vocational completion (community) education system and network that is rooted in the rural soil, meets the current situation and needs of "agriculture, rural areas and farmers", and has county characteristics, so as to precisely support the needs of rural revitalization. In view of the contradiction between the low level of rural vocational education and the new demand for high-level rural talents, we should open up the "dead end" of vocational education as soon as possible, and build a "bridge" for the integration of vocational education, general education and adult education.

### **5.1.3. Deepen the Development of Industry School Enterprise Cooperation, and Promote the Trained Talents to Meet the Market Demand**

Innovate the mode of cooperation between production and education and cooperation between schools and enterprises. We will promote the alliance between rural vocational schools and leading agricultural enterprises, the association with agriculture related industries, and the association with the park. We will build a community of shared destiny for the integration of industry and education, with professional groups as the link and projects as the carrier. The government should encourage and guide agricultural leading enterprises, industry associations, education and training institutions and other social forces to give play to their respective advantages, jointly develop high-quality education resources such as modern agricultural

industrial technology courses and vocational training packages, and carry out high-quality rural vocational education and training by means of policy preference, project entrustment, tax reduction and exemption, and fund subsidies. We will intensify the reform of the "dual" school running pilot program between schools and enterprises with the modern apprenticeship system and the new enterprise apprenticeship system as the core, and promote the implementation of the reform measures of the talent training model of integration of industry and education. Focusing on the role of the market mechanism in allocating non basic public education resources and strengthening the effective regulation of the employment market on talent supply "requires rural vocational schools to improve the supply side reform mechanism of human resources and the dynamic adjustment mechanism of talent training oriented by employment entrepreneurship and market demand, so as to promote the formation of an early warning mechanism and an exit mechanism for specialties, and truly realize the deep integration of industry and education and two-way docking. At the same time, rural vocational schools should adapt to the diversified requirements of the modern agricultural industry system for the ability and quality structure of various agricultural related talents, adjust and optimize the talent training objectives, optimize the curriculum system and teaching content, appropriately increase the courses related to modern agricultural production, operation and management, and cultivate a group of compound and innovative rural talents with broad knowledge and comprehensive capabilities. Actively explore all kinds of "order classes" related to agriculture, and consolidate the actual needs of vocational colleges to serve rural development by combining work with learning, school enterprise cooperation, industry and education integration and other talent training models; Accelerate the construction of agriculture related 1+X certificate certification system, and provide new professional farmers and returned entrepreneurs for the rural revitalization strategy.

## **5.2. Build Technology and Platform for Rural Revitalization**

In today's information technology era, various information means, cooperation platforms and technological forms are impacting the development of society, education and people, which actually opens up a more diversified choice direction for the form of vocational education serving villages and farmers.

### **5.2.1. With the Help of Information Technology, We Will Open up a "Double Line Linkage" Service Mode**

The integration of industry and education in higher vocational education is an important form of empowering rural revitalization. It uses various possible modern technical means to promote the renewal of the knowledge structure and the improvement of information literacy of the countryside and its "people". Higher vocational education can introduce Internet technology forms such as remote technology, artificial intelligence, big data media, and open up an online and offline rural revitalization service mode. In addition to offline education and training, the training mode of "Internet Plus" can also be used to improve farmers' information literacy such as information selection and discrimination, utilization and implementation, and improve farmers' industrial upgrading in agriculture, modern governance in rural areas, and the overall quality of farmers' self-development. On the technical carrier of higher vocational education serving rural revitalization, on the one hand, it relies on offline normal teaching, research and social service forms; On the other hand, use the Internet, big data and other emerging educational technology services to jointly promote the effective implementation of the rural revitalization strategy.

### **5.2.2. Build a Rural Learning Community with Characteristic Colleges**

Higher vocational colleges can promote the cultivation of national agricultural talents, especially modern scientific and technological agricultural talents, through special agricultural development planning or the construction of colleges and departments related to agriculture

in comprehensive higher vocational colleges. These special schools or majors can attract talents who are committed to agricultural development and rural construction through special policies. In addition to recruiting urban and rural students, they should also highlight the targeted talent cultivation for agricultural and rural development. And then guide and cultivate more new farmers with independent learning awareness and self-development ability, create a learning culture, and promote the formation of a learning community.

### **5.2.3. Focus on "Mass Entrepreneurship and Innovation" in Rural Areas and Prosper Rural Development**

"Mass innovation and entrepreneurship" is one of the effective paths for rural revitalization. At present, although the trend of "mass entrepreneurship and innovation" in rural areas is relatively optimistic, and the "mass entrepreneurship and innovation" activities covering featured breeding, rural tourism, e-commerce services and other fields inject vitality into rural revitalization, there is still a problem of talent quality construction in rural "mass entrepreneurship and innovation". This practical problem provides a suitable path for higher vocational education to serve the rural revitalization, prosperity of rural economy and cultural development. On the one hand, higher vocational colleges can rely on their own professional settings, discipline resources, social practice forms, etc. to cultivate the comprehensive quality of students (one of the sources of rural "mass entrepreneurship and innovation" talents). On the other hand, colleges and universities can provide service consultation for "mass entrepreneurship and innovation" personnel returning to or going to the countryside by training regional rural mass entrepreneurship and innovation parks (bases) or cultivating "rural agricultural entrepreneurship and innovation parks" talents, thus boosting rural "mass entrepreneurship and innovation".

## **5.3. Building a Multi-Party Coordination Mechanism between Government, Schools and Enterprises**

### **5.3.1. Government**

In the process of promoting the linkage of government, school and enterprise education, the government departments should be committed to creating a mutually beneficial and win-win education ecological environment, give full play to the important roles of supervision and management, overall planning, resource allocation, policy formulation, platform building, and matchmaking, give full play to the role of policy formulation, guide the coordination of all subjects, and form a joint force to provide all-round services and guarantees for the implementation of the linkage education work under the background of rural revitalization. Give full play to the role of the government in "meta governance", and improve the top-level design of government school enterprise linkage education. The government departments should reasonably arrange the overall top-level system design of the government school enterprise linkage education at the macro level, which is the prerequisite for the implementation of the government school enterprise linkage education measures. Further deepen the positioning of the type of vocational education, vigorously develop rural vocational education, fully recognize the leading, basic and overall role of vocational education development in supporting and promoting the strategic development of rural revitalization, and establish the concept of simultaneous development of rural education and the modernization of "agriculture, rural areas and farmers". Give full play to the role of the government in "yuan leading", and strengthen the policy guidance of the linkage between government, school and enterprise in educating people. The government departments should always adhere to the people centered principle and the fundamental purpose of serving the people wholeheartedly in the process of government, school and enterprise linkage education, stand at the height of the whole society and regional economic and social development, closely focus on the "five revitalization", accurately identify the relatively poor regions and objects, investigate the crux



of the problem, discuss how to make joint efforts and implement precise policies, form a joint force of unified deployment and linkage cooperation, and avoid unclear goals. Problems such as lack of focus and weak policy implementation. Give full play to the role of the government as the "yuan power", and consolidate the spiritual pillar of the linkage between government, school and enterprise. In the context of the rural revitalization strategy, the government departments must not only pay attention to financial, material and other economic and material inputs in the government school enterprise linkage education project, but also need to pay attention to the traditional backward conservative ideas such as "waiting, relying, and wanting", conduct publicity and guidance through multiple forms such as the Internet, television, and cultural activities, and implement the profound connotation of "helping the poor first and supporting the aspirations", We will continue to give prominence to poverty alleviation through education in relatively poor areas, introduce targeted measures, and implement poverty alleviation through education in a planned, step-by-step and focused way.

### 5.3.2. Enterprise

The government, vocational colleges and enterprises interact and restrict each other, which is characterized by dynamics and complexity. Therefore, it is necessary to establish a dynamic mechanism for the linkage of government, schools and enterprises to educate people, find out the needs and interests of all parties to the government, schools and enterprises, coordinate the linkage of elements, stimulate the enthusiasm of relevant stakeholders, stimulate endogenous motivation, and effectively form a community of interests. Innovate the diversified school running system and build a diversified cooperative participation mechanism. Social forces are the new force to promote the development of rural vocational education and rural revitalization. We must establish and improve the linkage mechanism to widely mobilize social forces to participate. The government should actively promote the reform of the school running system of vocational colleges based on shareholding system, mixed ownership and other forms, explore the establishment of the legal person property rights system of vocational colleges with mixed ownership, and attract various social forces and social capital to orderly enter the agricultural education field and integrate into the rural economic and social construction; At the same time, we should strengthen the construction of modern vocational school system, establish a modern vocational school governance structure under the leadership of the school charter, which is compatible with the diversified property right structure of running schools, so as to build a long-term mechanism for the government, schools, enterprises, industries, social groups, etc. to participate in the development of rural vocational education and serve the rural revitalization.

### 5.3.3. Vocational Colleges

Vocational education introduces scientific research and technology resources of industry associations, management experience of well-known enterprises of vocational education groups, etc., sinks the development achievements of new models, new formats and new industries into the countryside, cultivates and drives a number of small and micro enterprises in rural industries, deepens the integration of industry, education and research, and makes the development dividend benefit more villages, towns and township enterprises. Strengthen the multi-directional connection between technical resources of vocational colleges and rural characteristic industries, pay attention to the application and promotion of new industrial technologies and new products in rural areas, and expand the transformation of technical achievements and technical services urgently needed for the development of rural industries. Relying on the expert database, project database and case database of vocational colleges, it provides think tank services and technical support for villages, towns and township enterprises. Vocational education helps to explore industries with rural characteristics. The first step of rural industry development is to identify the most distinctive local industries, create industrial clusters, and promote the integration of rural primary, secondary and tertiary industries.

Vocational colleges use their own technical advantages and industry acumen to provide technical guidance for the development of rural industries. In accordance with the idea of "one county, one industry", "one town, one specialty" and "one village, one product", they adhere to the local resources as the basis, take the characteristics and branding as the goal, focus on the starting point, and expand and strengthen the characteristic advantage industries. Vocational education strengthens the supply of talents. Vocational colleges are an important position to cultivate talents for rural areas. Vocational education should be actively integrated into rural education planning to vigorously cultivate high-quality farmers. Vocational education participates in the construction of rural culture. Without the prosperity of rural culture, it is difficult to achieve the great mission of rural revitalization. In the construction of rural culture, farmers play an irreplaceable principal role. Vocational education organizes local cultural talents in rural areas, enlivens the rural cultural atmosphere and enriches rural cultural life by helping the villages to find out characteristic craftsmen, inheritors of intangible cultural heritage, and inheritors of unique skills. Vocational colleges can train rural local cultural talents to help them transform their unique skills and crafts into cultural products and services, so as to prosper rural culture and help rural revitalization.

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