

## Research on Innovating the Training Practice Path of New Professional Farmers: Taking Heilongjiang Province as an Example

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**Abstract:** The new professional farmer is the hard core to promote the transformation of Heilongjiang Province from the big agricultural province to the strong agricultural province. The practice path of innovating the training of new professional farmer is the necessary way to accelerate the cultivation of new professional farmers in Heilongjiang Province. This paper explores the main problems in the training of new professional farmers in Heilongjiang Province from four aspects: training object, training teacher, training mode and training subject, and puts forward the concrete strategies of innovating the training practice path of new professional farmers. Specific strategies are as follows. First, we should aim at training objects and establish a "training object library". Secondly, we should choose excellent teachers and establish a "double teacher" faculty. Moreover, we ought to innovate training methods to enhance the "localization" training capacity. Finally, we are supposed to define the training subject and build a "one primary and many secondary" training system. Through the implementation of the above strategies, the purpose of cultivating new professional farmers and promoting the rapid development of modern agriculture in Heilongjiang Province should be achieved.

**Keywords:** the training of new professional farmers; innovation; the practice path

### INTRODUCTION

Heilongjiang Province has the advantages of modern agriculture development. In order to improve the comprehensive agricultural productivity and ensure national food security and

ensure increasing income of farmers high-quality new professional farmers who love agriculture and are cultural and skilled should be urgently needed. "Opinions of the People's Government of Heilongjiang province on accelerating the cultivation of new professional farmers" [1] that Heilongjiang Provincial Government issued pointed out that the goals will be realized by 2020. The goal is to make the all province's new business leaders to train and to cultivate a large number of modern young farmers. Eventually the total number of new professional farmers reaches 100,000. At present, there are many problems in the training of new professional farmers in Heilongjiang Province, such as the great difference of the quality of the training objects, the lack of training excellent teachers, the old training methods, the chaos of the training management system and so on. Therefore, there is an urgent need to innovate the training practice path of new professional farmers and accurately cultivate new professional farmers in accordance with the strategic requirements of "developing agriculture by science and education, strengthening agriculture through talent and steadying agriculture by new professional farmers". The purpose of creating high-quality new agricultural management subject and serving the development of modern

agricultural industry and promoting the professionalization of agricultural practitioners can be achieved [1].

### Aiming at training objects and establishing a "training object library"

In 2014, the total population was 38.33 million in Heilongjiang Province. Among them, the rural population was 16.095 million, accounting for 42% of the total population, while the rural labor force was only 98.28 million, accounting for 61% of the total rural population. It can be seen that the urbanization rate of Heilongjiang Province is low, and the proportion of labor force in many rural population is small, and nearly 39% of the rural population are the elders, the young, women, the weak and the sick which do not have the ability to agricultural production. In addition, there is a big difference in the educational level of farmers in the 13 areas of Heilongjiang Province. Most farmers of only Hegang area have a higher level of education than junior high school. The educational level of farmers in Jiamusi, Mudanjiang, Qitaihe and Daxinganling areas is mainly junior high school. The education level of the farmers in the other eight regions is mainly primary or below. The above description shows that the education

level of farmers in Heilongjiang Province is generally in the stage of compulsory education. The difference in the educational level of farmers in different regions leads to the ability to accept and apply new knowledge and new technologies and has caused inconvenience to the training of new professional farmers.

Conditions of the training objects in all aspects are important factors that affect the effectiveness of the training. Therefore, appropriate screening criteria should be established to screen qualified farmers for training. First of all, the training object should focus on the local key members of the farmer professional cooperative, leading specialized households, family farmers and college-graduate village official who have strong demand and potential. And investigation and research work should be carried out in accordance with the local leading industries in order to master their years of employment, level of skills, industry scale, training needs, and policy requirements and other aspects of information. Second, the appropriate admission assessment mechanism should be established to assess the results as a standard for admission. Through the filtering and stratification method, the trainees are observed, interviewed and tested to distinguish the different agricultural labor groups accurately. The appropriate training should be provided according to the characteristics and needs of the various trainees, and eventually the accurate aiming and differential training of the training objects can be realized. Meanwhile, the students with a higher cultural quality, better professional skills, and strong ability to accept new things should be allowed the appropriate "jump" according to the test results, that is, they needn't to participate in primary and intermediate training and can directly receive advanced vocational training courses. Finally, personal files should be established for individual students. And personal files should be included in the training object library, which can provide a basis for subsequent vocational retraining or accreditation.

#### **Choosing excellent teachers and establishing a "double teacher" faculty**

Construction of a professional high quality, strong operational capacity, reasonable and stable structure of the full-time teachers, is the premise to ensure the training quality of new professional farmers. At present, the training of new professional farmers in Heilongjiang Province is still in the initial stage, and the construction of its teachers is relatively weak. The above phenomenon is mainly manifested in three aspects. First, teachers are unstable and lack of full-time teachers. New professional farmer training teachers are many part-time teachers, such as experts in agricultural research institutes, professional teachers in agricultural institutions, electric business enterprises staff or agricultural bureau staff, etc. These teachers have a

strong liquidity, lack the basic understanding of the students, and can't guarantee the continuity of teaching. Second, due to long-term busy training and teaching services, some agricultural technicians and agricultural experts rarely go out for professional system training, which caused that the knowledge of these experts is more single and aging and can't advance with the times. Third, for some professional training, many teachers stayed in the theoretical level and have poor operational ability and low level of practice. Therefore, it is difficult to grasp teaching skills and psychology of the learners in the teaching process. Professional knowledge and teaching practice level of these teachers is difficult to meet the actual needs of rural development, so "double teacher" teachers are urgently needed.

New professional farmer training teachers not only have a solid theoretical basis, but also are able to understand and grasp the hot spots and cutting-edge issues of agriculture. At the same time these teachers should have work experience on the front line and be familiar with the cognitive characteristics of students. Aiming at the weak situation of the construction of new professional farmer training teachers in Heilongjiang Province, the following suggestions are put forward. First of all, employment mechanism of the training teachers should be actively explored and improved. Meanwhile, outstanding experts of the agricultural institutions, research institutes, and technology promotion units and should be absorbed to join the teachers team of new professional farmer training as well as manager and skilled staff of industry enterprises. Secondly, scientific and reasonable assessment mechanism should be established. And we should think of the ability to improve the quality of farmers and solve practical problems as the only standards for testing the effectiveness of training. Through the establishment of a reasonable training teacher reward and punishment mechanism, we should encourage them to learn and improve their professional quality. Third, the continuing education system should be established and improved. With the rapid development of modern science and technology, training expertise quickly updated. Therefore, to strengthen the training of teachers and to improve their business level meets the current rural economic development and the needs of agricultural production and management. By standardizing qualifications and ability of the training teachers, a "double teacher" faculty who has high level of theory and strong operational skills should be built as soon as possible.

#### **Innovating training methods to enhance the "localization" training capacity**

Most of the professional farmers training in most areas of Heilongjiang Province is focused on teaching or playing video courses related to agriculture. After each training, most farmers get little knowledge, let

alone use them, so such training is not much help to them. Training methods exist a series of issues, such as simplified method, lack of flexibility and practical and so on. Too many training methods focused on the theory of teaching, which weakened the field teaching and other parts. Therefore, the participation of farmers is low, and lack of mutual exchanges and exploration [2]. Farmers play a variety of roles. Participating in learning activities will take up their time, and even affect their income. The training of new professional farmers did not make the innovation teaching according to local conditions, and training methods lacked "localization", which could not attract farmers.

Therefore, the region should follow the idea of "combination agriculture and learning, flexible educational system," to arrange teaching plans. At the same time, according to the needs of different levels, all regions should be targeted to carry out education and training. First, according to the needs of farmers and agricultural production on science and technology culture, we should put science and culture and agricultural practical technology as key, and carry out the implementation of popular, universal education and training. For example, we should make full use of the Internet and other modern means to make new information, new technologies, new varieties and new policies made into media teaching materials sent to millions of households. Meanwhile, government departments should organize training teachers to turn key technologies into written text. And the training teachers should adopt various means (centralized training, on-site training, field guidance and other ways) to make farmers get science knowledge and agricultural practical technology and to enhance the overall quality of farmers. Second, relying on the relevant agricultural projects or farmer training projects, government departments should consider specialized and standardized agricultural production technology and production management and marketing knowledge as the main training content [3], so that farmers get free and systematic training.

#### **Defining the training subject and building a "one primary and many secondary" training system**

In the training of new professional farmers in Heilongjiang Province, the agriculture, department of finance, education department, department of human resources and social security and other departments and cannot be organically combined with the government, which results in the lack of necessary communication and collaboration between the various social departments, and makes most of the training work in a state of disorder and makes them become ineffective training and repetitive training. Sometimes there are some phenomena (delay, evasiveness, and even a learn-for-test attitude). Therefore, the institutions bearing the overall cultivation and coordination need to be

established [4]. In addition, due to the lack of unified management, the farmers training resources are not effectively integrated and scientific used, a waste of resources, which caused a waste of resources.

The training of new types of professional farmers should gather all kinds of advantages and resources, and form a training system that can meet the needs of multi-level, multi-form, wide coverage, regular and institutionalized training of new professional farmers [5]. Training system should regard the professional training institutions (e.g., agricultural radio and television schools and farmer science and technology education and training centers) as the main part, regard agricultural institutions, agricultural research institutes, agricultural technology extension service centers and other social forces as supplement, and regard farmer professional cooperatives, agricultural enterprises, agricultural parks as bases. Under the unified supervision of the government authority departments, Heilongjiang Province should give full play to the role of all kinds of farmer education and training resources, and encourage the relevant agencies to actively participate in the education and training of farmers. Ultimately, the training pattern will be formed, it has a large joint, large collaboration, education, training characteristics. First of all, we should explore the cooperative education to train of new professional farmer. Intermediate and senior new professional farmer education and training testing site should be implemented in some agricultural radio and television schools and agricultural vocational colleges. On the basis of training of the new professional farmers cultivating in testing site, a group of outstanding representatives of professional farmers were selected to carry out advanced and professional training in the agricultural colleges and universities, collective into agricultural college senior, professional training and learning, realize the new professional farmers to go to college. The new professional farmers to university will come true. Secondly, through the specific practice, new professional farmer training mode will be explored based on agricultural science and Technology Park, agricultural entrepreneurship park, agricultural demonstration park and other platforms. Finally, we should actively explore the new professional farmer training mode which is composed of government subsidies and corporate investment. That is, new professional farmers will be cultivated by encouraging agriculture and enterprises to participate in cooperation and the integration of market resources.

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