

# *An Analysis of the Path of Ideological and Political Education in Local Universities Serving Rural Revitalization*

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**Abstract:** In the context of the rural revitalization strategy, it is of great significance to do a good job in cultivating the consciousness of ideological and political education (IPE) for university students in the era. As the main force of rural revitalization, the ideological quality of university students will directly affect the progress of rural revitalization strategy, and is related to the achievement of strategic goals and the completion of tasks. The integration of rural revitalization strategy into ideological and political education in universities (IPECU) can to some extent solve the problem of employment difficulties for university students, effectively promote the flow of talent resources to rural areas, and achieve rapid development of rural economy. Universities should carefully examine and improve the IPE work of university students from the perspective of the "rural revitalization" strategy, and organically combine talent cultivation with the needs of the "rural revitalization" strategy. Universities should actively promote the integration of rural revitalization strategies into the IPE process by conducting in-depth social practice activities, actively creating a campus culture with agriculture as its characteristic. By carrying out IPE activities in universities and improving their quality, we can promote the good implementation of the rural revitalization strategy, improve the backwardness of rural education, promote the improvement of political literacy and civilization of rural residents, and accelerate the pace of rural modernization construction. This article explores the path of local university IPE serving rural revitalization.

## 1. Introduction

Since the establishment of the People's Republic of China, the asynchronous development of urban and rural areas has become the most important issue in the construction of a comprehensive well-off society [1]. The implementation of the "Rural Revitalization" strategy is a systematic project that integrates technology, ecology, and civilization. Its connotation is rich and requires the joint participation of all sectors of society in construction [2]. The rural revitalization strategy is a strategic project that adheres to the comprehensive revitalization of rural areas, the main position of farmers, the priority development of rural agriculture, and urban-rural integration. It focuses on solving the three rural issues and can better promote the healthy development of China's rural economy and cultural undertakings [3]. At present, there is still a significant talent gap in rural areas,

and the lack of total talent and professional talent has become one of the development bottlenecks in the rural revitalization strategy. To achieve rural revitalization, the most important thing is talent resources. Talents are the core factor determining the future development of the cause and an essential force in coordinating the development of various undertakings in rural revitalization [4].

In the specific implementation of the rural revitalization strategy, not only does it require relevant support from the national government departments, but also the cooperation of various sectors of society to truly promote the development of the rural economy and improve the quality of rural culture and education [5]. In terms of implementation goals and requirements, the rural revitalization strategy proposes requirements such as affluent living, effective governance, civilized rural culture, livable ecology, and prosperous industries. By reshaping urban and rural management, consolidating business systems, deepening supply side reforms, adhering to ecological harmony, inheriting agricultural civilization, and innovating governance systems, it promotes the informatization and modernization development of rural agriculture in China. As a cradle for cultivating professional and technical talents, how to better integrate the rural revitalization strategy into the IPE process of university students and guide them to make achievements in rural areas is a major issue that current IPE workers need to conduct in-depth research [6].

School based resources are the backbone connecting rural construction and young students, often containing rich ideological and political elements. They can build a bridge between education and the development of agriculture, using IPE as a starting point. By grasping the teaching theme of "running schools for agriculture, educating people for agriculture, and serving agriculture", education guides young students to grow into new talents with ideals, enthusiasm, warmth, and emotions who know and love agriculture, thereby promoting the practical implementation of the rural revitalization strategy Stable rooting [7]. To promote the strategy of rural revitalization, it is necessary to establish a talent team with high scientific and cultural literacy, strong modern agricultural production skills, strong daily management abilities, and proficient market management. Higher education institutions, with the purpose of educating people, are the "reservoir" and "booster" for promoting rural revitalization, and also an important subject for cultivating talents for rural revitalization. From a long-term development perspective, integrating regional major policies, core human development requirements, and other factors into IPECU teaching is actually in line with the overall trend of human civilization development, and also objectively reflects the basic requirements of modern human education [8].

## **2. The Dilemma and Significance of IPECU under the Rural Revitalization Strategy**

### **2.1. Dilemma**

At present, most IPE teachers in universities have a strong Marxist theoretical foundation and can proficiently carry out IPE theory teaching. However, due to the influence of their professional background in humanities and social sciences, some IPE teachers in universities lack practical skills. The actual teaching effect is that the teacher put in a lot of effort but only performed a monologue, with students sleeping extensively and playing with their phones. The actual teaching effect is that the teacher put in a lot of effort but only performed a monologue, with students sleeping extensively and playing with their phones. The traditional model of ideological and political education mostly adopts an "indoctrination" teaching method in the classroom to teach theoretical knowledge, which leads to a disconnect between theory and practice [9].

The practical teaching mode of IPE courses in some universities is relatively single, and the implementation of practical activity teaching is limited to the classroom and on campus. The traditional indoctrination and preaching methods of education are no longer suitable for their ideological reality. Although practical teaching is an indispensable and important part of IPE

teaching in universities, some universities still face problems such as incomplete IPE practical teaching mechanisms and inadequate teaching effectiveness. Due to the disconnection between traditional IPE and reality, agricultural university students cannot see their place in the "rural revitalization" strategy and feel a sense of achievement in realizing their own value, leading to the phenomenon of "learning farmers without understanding agriculture" and "learning farmers without loving agriculture" [10].

## 2.2. Significance

Through IPE, students can grasp the development history and current situation of rural areas, as well as the importance of building rural areas, enhance their sense of responsibility and mission, and timely change outdated concepts, enhance their sense of identification with rural revitalization, transform their understanding of rural revitalization, and clarify the main value of rural revitalization. In the context of promoting and implementing the rural revitalization strategy, strengthening IPE work can enhance students' sense of identification with rural revitalization, cultivate their feelings for rural revitalization, and promote the flow of talents to rural areas. When rural revitalization is supported by a strong economic foundation, it solidifies the foundation for the all-round development of farmers, the all-round progress of rural areas, and the all-round upgrading of agriculture, and also provides a solid material foundation for the IPE of university students. Guided by the grand goal of national rejuvenation, local applied IPECU social practice education provides human and intellectual support for promoting the comprehensive implementation of the rural revitalization strategy. At the same time, young students actively participate in the construction of agriculture, rural areas, and farmers, which will help expand new channels for IPE social practice education and improve the effectiveness of social practice in moral education.

Rural revitalization requires a large number of outstanding young people with high political literacy to invest in the practice of rural revitalization, using their unique youth and passion, good political literacy and professional knowledge to invest in the political work of rural revitalization. As the backbone of building and promoting the development of the motherland, university students must incorporate the concept of rural revitalization strategy into the IPE curriculum. The rural revitalization strategy can only be well completed when it is deeply understood and accepted by these passionate and passionate students, and then transformed into practical actions. According to a survey, although there are slight differences in the understanding of IPECU and the cultivation of university students' feelings of "understanding agriculture, loving rural areas, and loving farmers", the promotion of university students' employment and entrepreneurship in rural areas, and the relationship between the "rural revitalization" strategy and oneself among university students from different academic backgrounds, their cognitive concepts are basically the same, as shown in Table 1.

Table 1: Cognitive status of students from different academic backgrounds towards rural revitalization

Discipline	Agronomy discipline	Engineering discipline	Economics discipline	Humanities
very relevant	43.5%	38.4%	39.9%	41.7%
General relevant	51.9%	58.3	50.7	53.2
Unrelated	5.6%	3.3%	9.4%	5.1%

### 3. Approaches to Implementing IPECU under the Rural Revitalization Strategy

#### 3.1. Integrating the Strategic Theory of "Rural Revitalization" into the Content of IPE

Both the classroom teaching of IPE courses and IPE in other courses play an important role in cultivating the correct value orientation of university students. IPE teachers can connect the key theories in the textbook with practical issues in rural revitalization strategies, guide university students to think about rural revitalization strategies from an academic research perspective, and enhance their understanding and identification. University educators, especially IPE workers, must accurately grasp the characteristics and development trends of the times, actively innovate in IPE content and other aspects, to enhance the pertinence of IPE work for university students.

With the development of the times, higher requirements have been put forward for the quality of IPE for university students. In IPECU, the teaching content of IPE should be changed and innovated in accordance with the development of the times. Teachers can guide students to apply the Marxist perspective of connection and development to correctly understand the relationship between rural and urban areas, as well as the relationship between agricultural university students and rural development. Students can realize that striving for success in the rural revitalization strategy is not only a historical mission bestowed upon agricultural university students by the times, but also a great opportunity for agricultural university students. They should consciously unify their career with the mission of the times, take on responsibilities, and make achievements. University students in IPE should strengthen practical training and increase practical teaching to stimulate their enthusiasm for helping their hometown revitalization, actively guide and cultivate them to become participants and propagandists in the implementation of the "rural revitalization" strategy.

#### 3.2. Innovative Teaching Mode

By conducting in-depth research activities on various themes at the grassroots level, we aim to enhance the conscious actions of university students in practicing rural revitalization. Social practice is an important path to promote university students to understand society, understand national conditions, enhance their abilities, exercise perseverance, cultivate character, enhance social awareness, and cultivate a spirit of dedication. It is also an effective second classroom to enhance the effectiveness of IPE. Practical teaching is the key to cultivating student self-awareness in IPE, which can help students better enhance their enthusiasm, consciousness, and sense of responsibility in exploring the essence of society and promoting the rural revitalization strategy. Agricultural universities can integrate campus cultural activities into the IPE as an entry point for the rural revitalization strategy, taking into account the actual situation of the school. The IPE of universities should make good use of the excellent traditional culture, revolutionary culture, and advanced socialist culture of the Chinese nation, and actively construct campus culture under the background of the "rural revitalization" strategy. Campus explicit culture refers to the tangible material culture within the campus, while campus implicit culture refers to the spiritual culture that influences the comprehensive development of teachers and students in a subtle way. Both have a significant impact on the IPE of university students.

In the current IPE content, it is necessary to connect it with the actual life of the times, constantly extract and innovate teaching content and models from social life, so that it can keep up with the pace of the times and meet the requirements of the times. Construct a "three in one" practical teaching model (as shown in Figure 1), where "three in one" refers to the creation of in class practical teaching content and form, campus practical teaching content and form, and social practical teaching content and form; "Integration" aims to leverage the combined efforts of the three, integrate them into the practical teaching mode of IPE courses, and comprehensively construct an

evaluation mechanism for practical teaching.

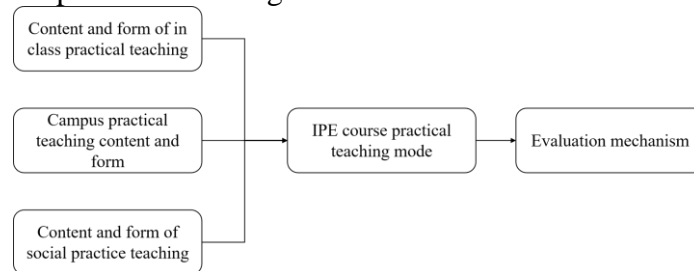


Figure 1: "Three in one" practical teaching model

## 4. Conclusions

IPE plays a crucial role in promoting the implementation of rural revitalization strategies. It can encourage and lead students to actively participate in the process of implementing rural revitalization strategies by enhancing their sense of identity, emotions, and awareness of the times, thereby improving the quality and efficiency of rural revitalization strategy implementation. To enhance the timeliness and effectiveness of IPE course teaching, students cannot be trapped in the classroom. Universities should actively explore and expand the practical teaching mode of IPE courses. The implementation of the rural revitalization strategy plays a crucial role in the construction and development of the country, and university students, as builders and successors of the socialist cause, have professional theoretical knowledge and lofty beliefs. We believe that they will play their due role in the implementation of the rural revitalization strategy and contribute their efforts to achieving the goal of building a moderately prosperous society in all respects. Cultivating university students to become pioneers, pioneers, and contributors who are brave enough to shoulder the heavy responsibilities of the new era is the responsibility of IPE in agricultural universities. For agricultural universities, serving the rural revitalization strategy is their own characteristic and advantage in running schools. It is a historical mission entrusted by the times to higher agricultural universities to have great potential in the rural revitalization strategy, and it is also a good opportunity for agricultural universities to achieve leapfrog development.

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