

Problem of National Economy

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**MANAGEMENT, MODERNIZATION AND COUNTERMEASURES OF  
RURAL VOCATIONAL AND TECHNICAL EDUCATION  
УПРАВЛІННЯ, МОДЕРНІЗАЦІЯ ТА КОНТРЗАХОДИ РОЗВИТКУ  
СІЛЬСЬКОЇ ПРОФЕСІЙНО-ТЕХНІЧНОЇ ОСВІТИ  
УПРАВЛЕНИЕ, МОДЕРНИЗАЦИЯ И КОНТРМЕРЫ РАЗВИТИЯ  
СЕЛЬСКОГО ПРОФЕССИОНАЛЬНО-ТЕХНИЧЕСКОГО  
ОБРАЗОВАНИЯ**

*Summary. The article identifies the current state and the main rural problems that cover many levels due to the complexity and systematization. The way to solve rural problems is connected not only with the rights and interests of farmers, but also with the coordinated progress and development of the whole economy and society. Thanks to the widespread development of high-quality vocational education in rural areas, this can not only increase cultural literacy,*

*skills and incomes of farmers, but also contribute to overall social and economic growth. Vocational education can help farmers improve their professional skills and find effective ways to solve existing problems by improving their own skills and quality.*

*The main problems of sustainable development in rural vocational education at the policy level, management problems in vocational schools at the operational level, farmers' ideology does not meet the needs of modern social and economic development, low overall quality of rural population, unreasonable human resources structure and serious outflow population in rural areas.*

*Reasoned solutions and countermeasures are proposed by studying the main problems of rural vocational education development, namely: to solve the problem of sustainable development of rural vocational education, the government must carefully plan the structure of rural vocational education, increase capital investment, actively implement funding for one student, guarantee the well-being of teachers, seek to narrow the gap between urban and rural education and reflect the fairness of education; organize smart teaching methods to improve the learning effect, strengthen the teaching staff, through "dual qualifications", i.e. have the knowledge and technology; to solve the ideological problems of students and parents is the use of the media for the ideological promotion of "precious skills and glorious work" throughout society.*

*Effectively and qualitatively improve the economic development of rural areas is possible through the modernization of rural areas and the interest of farmers in scientific knowledge and technical skills, increase professional skills to improve the quality of production and labor efficiency.*

**Key words:** *sustainable development, countermeasure, rural areas, vocational education.*

**Анотація.** В статті визначено сучасний стан та основні сільські проблеми які охоплюють багато рівнів через складність та систематизованість. Спосіб вирішення сільських проблем пов'язаний не лише з правами та інтересами фермерів, а й з узгодженим прогресом та розвитком всієї економіки та суспільства. Завдяки широкому розвитку високоякісної професійної освіти у сільській місцевості, це може не тільки підвищити культурну грамотність, рівень кваліфікації та доходи фермерів, а й сприяти загальному соціальному та економічному зростанню. Професійна освіта може допомогти фермерам покращити свої професійні здібності та знайти ефективні шляхи вирішення існуючих проблем через підвищення власних здібностей та якості.

Визначено основні проблеми сталого розвитку в сільській професійно-технічній освіті на рівні політики, проблеми управління в професійно-технічних закладах на оперативному рівні, ідеологія фермерів не задовольняє потреби сучасного соціального та економічного розвитку, низька загальна якість сільського населення, необґрунтована структура людських ресурсів та серйозний відтік населення у сільській місцевості.

Запропоновано обґрунтовані рішення та контрзаходи шляхом вивчення основних проблем розвитку сільської професійно-технічної освіти а саме: для вирішення проблеми сталого розвитку сільської професійно-технічної освіти, уряд повинен ретельно планувати структуру сільської професійно-технічної освіти, збільшувати капітальні вкладення, активно реалізовувати фінансування на одного учня, гарантувати добробут вчителів, прагнути звужити різниця між міською та сільською освітою та відображають справедливість освіти; організувати розумні методи навчання, щоб покращити навчальний ефект, посилити викладацький склад, через "подвійну кваліфікацію", тобто володіють знаннями та технологіями; для вирішення ідеологічних проблем учнів та батьків є застосування засобів масової інформації для

ідеологічної пропаганди "дорогоцінних навичок та славетної праці" у всьому суспільстві.

Ефективно та якісно покращити економічний розвиток сільських районів можливо через модернізацію сільських територій та зацікавленість фермерів в наукових знаннях та технічних навиків, підвищувати професійні здібності, щоб покращити якість виробництва та ефективність праці.

**Ключові слова:** стійкий розвиток, контрзахід, сільська місцевість, професійно-технічна освіта.

**Аннотація.** В статті определено современное состояние и основные сельские проблемы, которые охватывают много уровней из-за сложности и систематизированности. Способ решения сельских проблем связан не только с правами и интересами фермеров, но и с согласованным прогрессом и развитием всей экономики и общества. Благодаря широкому развитию высококачественной профессионального образования в сельской местности, это может не только повысить культурную грамотность, уровень квалификации и доходы фермеров, но и способствовать общему социальному и экономическому росту. Профессиональное образование может помочь фермерам улучшить свои профессиональные способности и найти эффективные пути решения существующих проблем из-за повышения собственных способностей и качества.

Определены основные проблемы устойчивого развития в сельской профессионально-техническом образовании на уровне политики, проблемы управления в профессионально-технических заведениях на оперативном уровне, идеология фермеров не удовлетворяет потребности современного социального и экономического развития, низкая общая качество сельского населения, необоснованная структура человеческих ресурсов и серьезный отток населения в сельской местности.

*Предложено обоснованные решения и контрмеры путем изучения основных проблем развития сельского профессионально-технического образования а именно: для решения проблемы устойчивого развития сельской профессионально-технического образования, правительство должно тщательно планировать структуру сельского профессионально-технического образования, увеличивать капитальные вложения, активно реализовывать финансирования на одного ученика, гарантировать благосостояние учителей, стремиться сузить разницу между городским и сельским образованием что отражает справедливость образования; организовать разумные методы обучения, чтобы улучшить учебный эффект, усилить преподавательский состав, через "двойную квалификацию", то есть обладают знаниями и технологиями; для решения идеологических проблем учащихся и родителей является применение средств массовой информации для идеологической пропаганды "драгоценных навыков и усиленного труда" во всем обществе.*

*Эффективно и качественно улучшить экономическое развитие сельских районов возможно через модернизацию сельских территорий и заинтересованность фермеров в научных знаниях и технических навыков, повышать профессиональные способности, чтобы улучшить качество производства и эффективность труда.*

***Ключевые слова:** устойчивое развитие, контрмеры, сельская местность, профессионально-техническое образование.*

**Formulation of the problem.** Compared with cities, rural areas are relatively poor and backward, which is a realistic problem that many countries and governments must face. Of course, there are many ways to solve these problems. But we must find the most scientific and effective way to solve these problems efficiently. Amartya Sen, the winner of Nobel Prize in economics, thinks that the essence of poverty is ability poverty, and the poor people lack the

skills of production and life [1]. In addition to the problems in policy, it is very important to improve the quality of farmers and enable them to master more production operation skills, so that they can better position themselves in the market economy today and adapt to the needs of society. Vocational education can help farmers to enhance their professional ability and find effective ways to solve the problem from the aspect of improving their own ability and quality. At present, there are still many problems in the development of rural vocational education. How to solve these problems has become the key to the development of rural vocational education.

**Analysis of recent research and publications.** Recent research shows that there are many problems in the development of rural vocational education. These problems restrict the development of rural vocational education. The improvement of farmers' professional ability is slow and limited, which cannot meet the needs of economy and society. For example, there are problems of sustainable development in rural vocational education at the policy level, school management problems in vocational schools at the operational level, and the farmers' ideology cannot meet the needs of the current social and economic development. At present, there are some problems in rural human resources too, such as low comprehensive quality of rural population, unreasonable structure of human resources and serious brain drain in rural areas [2]. As the world's most populous country, China issued the vocational education quality improvement action plan (2020-2023) on September 16, 2020, requiring the national vocational education system to firmly establish a new concept of vocational education development, especially to do a good job in Vocational Education in poor rural areas, we should adhere to the school running direction of serving high-quality development and promoting high-level employment, adhere to the strategic positioning of different types and equal importance between vocational education and general education, strive to consolidate the foundation, complement the weak points, deepen reform and

stimulate vitality, accelerate the construction of a vertical and horizontal integrated modern vocational education system with Chinese characteristics, and greatly improve the modernization level of Vocational Education in the new era. And service ability, to promote sustainable economic and social development and improve national competitiveness to provide multi-level and high-quality technical and skilled personnel support [3].

**Highlighting unresolved parts of a common problem.** First of all, the most important problem is the sustainable development of rural vocational education. This problem is relatively common and serious because it involves the design and implementation of school running direction. Second, although the state has unified requirements and standards in school management, the management level of each school is very different from the effect when implementing the requirements and standards. Because the state has given vocational schools a relatively loose management environment, there are various problems in the management process. Third, because China is a traditional agricultural country, most of the farmers' ideas are still relatively rigid, and they cannot combine their own thoughts with the development trend of economic society, which also produces many problems based on the farmers' personal ideology. These problems are worthy of our in-depth study and exploration in order to find solutions and countermeasures.

**The purpose of the article** is to find scientific and reasonable solutions and countermeasures by studying the main problems existing in the development of rural vocational education.

#### **Main results of research.**

1. The sustainable development of rural vocational education. The sustainable development of rural vocational education is firstly reflected in the policy. In order to improve the well-being of rural residents, we should first improve their overall quality, so as to help farmers better adapt to the requirements of work, so as to improve their income. However, the current

policy and capital investment, rural vocational education investment is far from the standard of urban vocational education investment. Therefore, the government should increase the investment in rural vocational education, and introduce policies to encourage more teachers to invest in rural vocational education, so as to improve the quality of rural vocational education and make farmers' overall knowledge and technology Their ability level will be further improved to promote their employment in agriculture or other industries [4].

In addition, the government also has the phenomenon that the management is too loose and not in place. Many vocational schools in rural areas can not be combined with the needs of the human resources market, resulting in the students' knowledge can not be applied in practical work, seriously weakening the effect of vocational education, resulting in a lot of waste of human and material resources. Although the investment of the state is huge, it is not directly proportional to the return [5]. For example, most schools do not set majors according to the needs of regional economic development, but set majors according to students' learning requirements or career aspirations. On the surface, the problem of enrollment difficulties has been solved, and students are willing to come to school to study, but after graduation, they will encounter employment difficulties and practical problems of not using what they have learned. After a period of blind study, students' study did not bring much help to his career, which not only wasted time and money, but also had poor economic driving effect, which could not receive the expected effect. On the other hand, students can't apply what they have learned, which leads to poor employment and affects the reputation of the school. Over time, the school's image will fall into a vicious circle and be eliminated in the fierce competition.

Countermeasures: to solve the problem of sustainable development of rural vocational education, first of all, the government should carefully plan the layout of rural vocational education, increase capital investment, actively implement the per student funding, guarantee the welfare of teachers, strive to



narrow the difference between urban and rural education, and reflect education equity [6], so that rural vocational education in the direction of development and regional economic development closely linked.

2. There is a big imbalance in the management of rural vocational schools.

China's rural vocational schools are basically composed of vocational education centers in counties and districts and some private small vocational schools. Due to the differences in school running ideas and management level, the school running effect of these schools is also very different. Some vocational schools have almost no threshold for running a school, so they can choose all kinds of majors as long as they sign up. They completely ignore the cultural foundation that students must have in their professional study [7]. Most of these schools have relatively poor school running conditions, weak teaching staff, backward practical teaching conditions, management philosophy is difficult to keep pace with the pace of the times, and teaching is lack of pertinence [8]. In this context, the low quality of teaching is almost inevitable. At the same time, the low quality of teaching makes many rural students unwilling to study in rural vocational schools, which makes these schools lack of students [9]. In order to solve the problem of the source of students in these schools, local governments often assign tasks to ordinary middle schools in these regions, asking them to recommend some graduates to study in rural vocational schools, so as to maintain the basic survival of these schools. Of course, this deviation from market competition is extremely unfavorable for rural vocational schools to correct their own problems and defects. On the contrary, it makes them lose the power to correct the problems. Some management problems of the school can not be solved for a long time, the teaching effect is low for a long time, and the school running goal of serving regional economic development cannot be realized.

Through the evaluation of migrant workers' job satisfaction, their job satisfaction is generally low. The logistic model results show that their education level has a significant impact on job satisfaction [10]. Therefore, it is very important for their career development to run rural vocational education well and let them learn more knowledge and skills in school.

Countermeasures: first of all, to carry out skills training for rural students, we should arrange reasonable teaching methods according to their situation, and pay attention to the pertinence and effectiveness of teaching, so as to improve the teaching effect. According to the characteristics of regional economic development, combined with the market situation, and according to the education level of the training object and their own quality, the school should take the initiative to connect with the local business, agriculture and forestry, human resources and social security departments, set up a good specialty, and build the corresponding curriculum system [11]. Secondly, according to the needs of teaching, we should strengthen the construction of teaching staff, effectively improve the treatment of teachers in rural vocational schools, and cultivate a group of "double qualified" teachers who know both knowledge and technology, so that they can meet the teaching requirements of vocational education. The third is to improve the conditions of running a school, strengthen school enterprise cooperation, school cooperation, and even consider using the way of famous school trusteeship to improve the overall management level and enhance the ability of teaching and educating people.

### 3. The ideological problems of rural students and their parents.

In China's rural areas, there are several kinds of ideas, which affect the development of rural vocational education. First of all, people always give priority to general education, believing that vocational education is a helpless choice after being eliminated by general education [12]. Such a choice is related to people's traditional consciousness. Most rural parents believe that sending their children to ordinary high schools for college entrance examination and

becoming white-collar workers is the best way to become a talent. This is the performance of children's achievements, which is worth boasting about. On the other hand, if children go to vocational schools, they will become blue collar workers with low income and no future. They will look down on the students in vocational schools ideologically. The serious consequence of this kind of thinking is that vocational education has become the worst education and the most helpless choice for parents and students.

Secondly, students do not have a sustainable development career planning. When choosing schools and majors, they often blindly choose majors that are not suitable for their own conditions only by their interests. When choosing majors, they only pay attention to whether the major is decent or not and whether they like the major, but ignore the key factors such as their own learning conditions and professional development prospects. As a result, students may find it difficult to learn. Some students are forced to drop out of school and lose the courage to continue learning. The students who choose to continue their studies find that they have no advantages in the professional competition they choose, and finally fail in the fierce workplace competition [13].

Countermeasures: to solve the ideological problems of students and parents, the first thing is to strengthen targeted publicity. We should make good use of all kinds of media to carry out the ideological and ideological propaganda of "precious skills and glorious labor" for students and parents in the whole society. The publicity can be carried out in the form of skill display, interview with excellent students, forum, and new media to push propaganda materials, so as to fully display the fruitful achievements of rural vocational education and teaching, as well as the good professional quality and achievements of students. By publicizing the vocational education policy and the development of vocational education, students and parents can feel that learning technical skills is to lay a solid foundation for getting rich, enhance their sense of identity for

vocational education, help them establish correct career planning concepts, and make them make the right choice at the most important moment of life.

**Conclusions.** The development of Vocational Education in rural areas can promote the economic development of rural areas. Through the development of Vocational Education in rural areas, improve the knowledge and skills of rural population, and then improve their ability to create wealth. Rural modernization needs to tell us that farmers need to have more scientific knowledge and technical skills, enhance professional ability, so as to improve the quality of production and labor efficiency, only in this way, can we more effectively improve the speed of economic development in rural areas. Therefore, it is an inevitable choice for rural regional economic progress to find out and solve the problems encountered in the development of rural vocational education.

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