



Non- Agriculture Specialized Subjects Personnel Training Plan Based on Urban Agriculture

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Abstract

This study aims to explore non-agriculture specialized subjects personnel training plan based on urban agriculture, which aims to reform the original training curriculum and intend to change it to be more related with the marketing needs. And realize the Universities and the market are on the mutual benefit and win track and jointly promote common development.

Keywords: Urban agriculture, Non-agriculture specialized subjects, Personnel training

1. Making clear about characteristic training idea based on the agricultural background

The school characteristic training idea has the important guiding sense to the school reform, construction and the development. This article thought that the higher agricultural universities should clear about non-agriculture specialized subjects training idea, mainly should grasp the following several points:

1.1 Insisting on the overall design and the key breakthrough unifying principle in the school characteristic's training design

The layout and the cultivation, one must set up the long-term developmental strategy and the long-range objective, overall plans, the design, forms planning for action which the construct with proper priority, step by step implements; Two must in the entire distribution, the plan, in the design foundation, generalized analysis own superiority and the insufficiency, as well as the school characteristic construction plan, according to the key construction goal, with steps, to have the plan, to have in administrative levels, through the partial construct with proper priority, realizes the school characteristics. On the one hand takes the leading breakthrough, depends upon the local penetration to lead the whole higher agricultural universities non-agriculture specialized construction and the development.

1.2 Insisting on the utility and local compatible principle

The so-called regional characteristic refers to the region which the school subordinates as a result of its economical, technical, the culture need to develop, to specific school in personnel training aspect specific request. For example, US's University of Wisconsin takes its unique serves in its similar university as the place school idea. The higher agriculture universities' non-agricultural specialized establishment, must manifest its region characteristic, should be with the place agriculture present situation and the trend of development consistent.

For social services functions, the design of its specialized training plan of Agricultural Universities should show their regional characteristic. And agricultural development services as their own obligations and responsibilities, there must be masters of the initiative. Solve the “three rural” issues, not only do agricultural professionals, Agricultural Universities must not only be non-agricultural qualified personnel training, but also actively participate in decision-making in local economic construction and consulting for local economic development to solve technical and management problems, providing scientific research, technical services and so on.

1.3 Insisting on the service “three rural issues” and “building a new countryside” as the fundamental task

In connection with the rural reality, students of democracy, the rule of law, professional ethics, education and other changes in customs and traditions. Non-agricultural students in the study period, it must be stressed that they actively participate in the production practice, investment in social life so that they can fit in difficult circumstances and in production and daily life practice, the acceptance of ideological, professional and practical training in life, not only to understand in rural areas, but also understand the world; not only to master the professional knowledge, but also to be able to use it to build a new socialist countryside in the go. Non-agricultural graduates should be encouraged to enthusiastically go to rural entrepreneurship, with love “three rural” issues the determination of their own culture to become the backbone of agricultural modernization and rural forces to enter the leader of the socialist market economy;

2. Focusing on practice, to explore the characteristics of agriculture in personnel training plan

This article is intending to discuss the combination of the actual school and non-agricultural training practice in the Agricultural Universities, through the integration of school education and employment training for the curriculum activities and employment programs complement each other, to promote employment and education, teaching reform, and to explore the suitable application of non-agricultural personnel training mode.

2.1 Non-agricultural personnel training plans and content features in Agricultural University

This paper follows the teaching of professional education and basic rules of objective law, based on another idea to explore a new kind of non-agricultural personnel training programs to be able to adapt to 21st century agricultural universities on non-agricultural teaching reform and personnel training requirements, but also a scientific, systematic and operational. The cultivation of this new program elements include: the “four modernizations”, “three-cycles”, “two categories”, “One goal.”

(1) The “four modernizations” program that is optimized, the practice of enhanced flexibility in courses, and to diversify elective courses.

“The course Optimize” aims to help pupils develop the necessary innovation and deep knowledge base and broad academic horizon; “strengthening the practice” purpose is to train students in the solid innovation required skills, work style and ideas; “compulsory flexible”, that is compulsory in the professional curriculum system. The reduction of compulsory school, the students studying greater autonomy, increasing categories required courses for students in the compulsory study of the professional knowledge to provide choice and space; “election diversification”, that is, permitting students to take full advantage of the schools, the community and many other educational resources, selecting a variety of learning content, and it can be can also be a survey course, which can be classes, also can be an academic report; it can be self-study courses also can be knowledge study or a training and so on.

(2) “The three integration” that is, “agricultural knowledge and expertise in integration,” “professional learning and employment training Integration”, “quality education and the integration of the learning process.” In accordance with the knowledge, ability and quality of the formation law and progressive development of students over a four-year study period. Capacity and acquisition process in time of the scientific arrangements. “The integration of Agricultural knowledge and expertise”: the promotion of non-agricultural. Professional and interdisciplinary agricultural professional, the students studying professional knowledge, we must also learn how to be professional. Knowledge should go in to the “three rural” construction. “The integration of Professional learning and job training”: job training system to the introduction of the traditional disciplines of education system, both organic and factoring. “Quality education and the learning process of integration”: Quality through systematic training, the development of students studying the source of motivation to cultivate self-confidence, changes in student learning. Study concept and behavior, to enable students to further improve the self-produced, the need for self-perfection, the activation of the study and improve the learning outcomes, and thus improve the overall quality of students as a whole.

(3) “Two categories” Students: “application-oriented” and “continue to shape the deep.”

Training personnel to identify the two exports: “Application-oriented” training programs: the School of education and employment training integration of personnel training programs. Application-oriented training programs to transform the capacity of knowledge-based, employment-oriented and standards as the goal posts to the quality of training as the core of the original subjects of school education system and job training activities of the training system of vocational integration, and ultimately realize the students to develop into a person qualified prospective career goals.

“Continue to shape the deep” training program: non-agricultural students in undergraduate study period, if the professional knowledge of the North Korea has a deeper interest, you can sit under the guidance of teachers related to professional graduate students, and the move towards higher education, the development of deep-rooted This is also the current agricultural universities and colleges in non-agricultural graduates, a trend, and is a strong proponent of the development trend.

(4) “One goal” is to cultivate widening outlet ;high-quality, innovative talents.

This is in accordance with social, economic, educational development needs, combined with practical agricultural colleges and universities to determine the overall objective of the personnel training.

2.2 The framework of non-agricultural professional personnel training plan in Agriculture Universities

Because “continue deep modeling” personnel training program emphasizes the students for professional knowledge and grasp of public courses, the structure is relatively simple, so do not make too much discussed, this section focuses on “employment-based” training programs constitute the framework of “Employment-type” training program by the professional knowledge of education and employment of knowledge composed of two systems of education: knowledge into competency-based, employment-oriented and standards as the goal posts, and ultimately be able to improve agricultural universities and colleges in non-agricultural employment rate of students and training to adapt to society and the workplace to adapt to the application-oriented personnel.

School Specialized Education System - a professional qualification-oriented education system, including basic knowledge of cultural and professional knowledge. Advantages: a relatively stable teaching plans and norms, knowledge, comprehensive and systematic, can be for future career development and lay a good foundation of knowledge. Its limitations are: the implementation of teaching plans longer enough for career changes in sensitive information, personnel training results have lagged behind, and most likely caused when the students graduate skills become unsuited for the requirements in the post. Combining the school employment and training system - to the ability of employment-based training system, including the quality of training and vocational skills training. Its advantage lies in: short, flat, quick training in the development and implementation of features, so that it can keep pace with the market, and with the market demand changes, thus information on occupational changes is sensitive to training content and practical, flexible, for strong. Students appropriate to the current reality starting from the training programs and enable students to mobilize active learning.

① The putting though of quality of education and the entire learning process

Through Quality systematic training, the development of students studying the source of motivation to cultivate self-confidence, change the concept of student learning behavior and learning to enable students to further enhance the self-produced, the need for self-perfection, the activation of the study enthusiasm, improve the learning outcomes, thereby increasing the overall quality of students, and improve the overall quality of the turn, so that students in the quality of activities performed better for the well, thus forming a virtuous circle.

② The putting though of School specialized subject education system and employment training system

The putting though of School specialized subject education system and employment training system for their own advantages, combined with the requirements of training objectives, and the two systems of organic integration courses. First of all, the system, curriculum goals, modes of teaching, assessment evaluation methods to adjust employment and training will be suitable for the implementation of the contents of the transfer system for the implementation of employment training courses and lay a solid foundation; re-employment training system through intensive training so that students basic skills of professional and technical; Finally, let students by completing the mission on job-specific practice, and by the quality of learning, knowledge, skills in line with the requirements of occupational status to be integrated application environment, together, realize upon graduation to become qualified person quasi-vocational training objectives.

2.3 Carrying out of non-agricultural personnel training plans in Agricultural Universities

“Employment-type” training the implementation of the program is divided into three stages, namely the school education system and job training system for financing the design phase, implementation phase of the teaching and student feedback from post-employment phase.

The first phase: the design phase of integration

(1) Determine the professional: in the socio-economic development trends, regional economic development prospects and the status quo based on the analysis, combined with building a new socialist countryside on the practical needs of professionals, understand the local business, government, administrative organs, “San Nong” of non-agricultural personnel in positions of composite demand, determine the direction of professional services.

(2) Curriculum development: According to the workplace standards and professional requirements, taking into account

international standards for the industry to develop job analysis form, the original teaching programs in schools on the basis of the two systems in their curriculum development based on courses together and then adjust and integrate.

(3) The formation of “employment-type” training program: According to the application of employment-oriented training model composite characteristics, formation of personnel training programs.

Second Phase: Teaching the implementation phase

(1) Advise their students to study a clear goal: the quality of systematic training to develop the students study the source of motivation and training of students self-confidence; and employment guidance of introduction, allow students to correct understanding of self, awareness of the career world, and learn the choice and decision-making, on the basis of clear learning objectives for four years, and promoted in schools during the study. At the same time guiding students to a correct understanding of “San Nong” so that students can re-position themselves for future career would result in more post-graduate students in the construction of a new rural service.

(2) Systematic teaching and training

Through the “two interactive” teaching methods of organizational learning for the society to cultivate qualified personnel in the application.

First, the teacher-student interaction. Do not encourage classroom indoctrination, and the requirement to provide students with the necessary teaching environment, to stimulate their motivation to learn, and promote their active participation in all aspects of teaching, teachers not only impart knowledge to students, for students of vocational development concept to make the necessary guidance, and to impart knowledge relevant to agriculture.

Second, the curricular and extra-curricular interaction. The use of “going out” (social activities, practice), “Please come in” (Training division personnel, entrepreneurs into the classroom) approach, through the “two docking” (social and classroom docking; learning content Docking with the job content), narrowing the distance between schools and society.

(3) Employability training complex: that is a true and comprehensive practical training to work environment, agricultural universities and colleges in non-agricultural students through in-depth rural areas, offices, schools, military units, to themselves in all walks of life actually jobs, the understanding of society to understand the country’s major policies and national sentiments, in the study in progress, in practice, growth, learning to look from the reality question, the personal future, values with the “three rural issues” and social needs combined gradually from a bystander into a conscious builders.

(4) Evaluation

To evaluate the model: (Investigate evaluation mode)

- 1) Training objectives (summative evaluation)
- 2) Objectives for each course (formative evaluation)
- 3) The effect of classroom teaching (Development and Evaluation)

Third Phase: Phase matching services

School employment sector provides students with the employment of professional services that have been induction of students to track the employment services, then the employing units to provide timely feedback to the school curriculum development team for the ongoing amendments to the curriculum so that courses lasting to maintain consistency with the needs of the community.

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