# Analysis of the Application of Credit Banks in Farmer Vocational Training

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**Abstract:** In the current context of the development of new rural construction, the cultivation of vocational skills for farmers has become a crucial teaching component. However, there are significant differences in the educational concepts, life experiences, and educational levels among farmer students. This has led to numerous challenges in implementing vocational skills training for farmers, making the execution of teaching and training work extremely difficult. The credit bank, as a personalized and open educational management model, possesses unique advantages in the context of farmer vocational skills training. This paper analyzes the characteristics and roles of the credit bank in this application. It examines the current training situation and considers effective measures for the application of credit banks, aiming to provide references for the orderly implementation of farmer vocational training.

Keywords: Credit bank; Vocational training; Farmer students

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# 1. Introduction

In order to implement the new educational concept and build a learning-oriented society where everyone can learn anywhere, China has introduced the credit bank education system in farmer vocational skills training. As an effective attempt in farmer vocational training, this teaching system breaks through the temporal and spatial limitations of education, allowing farmer students to dedicate more energy and flexible time to participate in training and acquire the desired knowledge.

# 2. Analysis of the Advantages of Credit Banks in Farmer Vocational Training

Credit banks represent a self-directed educational management model, utilizing a banking-style storage management system to accumulate credits during the educational process. These accumulated credits serve as a medium for converting students' academic achievements into qualifications and certificates. The application of the credit bank education model exhibits strong inclusiveness, breaking free from spatial and temporal constraints and reflecting a diverse nature.

## (1) More open learning process

The education system of credit banks significantly differs from outdated and rigid teaching management systems of the past. It breaks the spatial and temporal boundaries of traditional education, allowing for flexible course planning and granting students more autonomy <sup>[1]</sup>. Under the credit bank system, students can choose courses based on their needs and interests, or allocate time according to their individual circumstances. This fosters

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a more dynamic learning experience, deviating from rigid adherence to conventional norms. Whether entering the workforce or pursuing studies within academic institutions, individuals can register accounts on the platform to accumulate credits after completing each course <sup>[2]</sup>. This method facilitates the management of students' accumulated course credits, which are ultimately converted into final course grades. Therefore, it aligns well with the demands and current state of modern education, providing students with a broader learning space and increased employment opportunities.

## (2) More diverse teaching content

In the credit bank system, learners enjoy extensive autonomy in choosing courses based on their specific needs. Regardless of their abilities, levels, or educational backgrounds, students can select courses that suit them, showcasing strong inclusivity and openness. The credit bank education system also enhances and upgrades traditional university education, enabling seamless application of open-distance education. This breakthrough eliminates past educational barriers and restrictions, achieving a comprehensive integration of educational priorities. Students have a wide range of choices in professional skills training and acquiring specialized knowledge. The learning space is significantly expanded, leading to noticeable improvements in students' learning abilities.

### (3) More equitable educational outcomes

The credit bank system employs a banking management model to conduct credit-related management activities. This model imposes no specific requirements on students' families, educational backgrounds, or identities. It simply stipulates the number of courses students need to study and the credits they must obtain, making it relatively more equitable <sup>[3]</sup>. As long as students follow the system's requirements and standards, earn credits recognized by the credit institution, they can smoothly obtain the corresponding credits. Their achievements are acknowledged, and, in the end, students receive academic certificates and qualifications based on the accumulated credits. This educational system applies identical standards to students from various backgrounds, ensuring fairness and justice in practical applications. Particularly for students with flexible study schedules due to time constraints, remote learning pathways offer a broader learning space and more choices, facilitating the smooth construction of a self-directed learning society.

#### 3. Current Status Analysis of Farmer Vocational Training

#### (1) Varying learning abilities among farmer college students

Those responsible for conducting vocational skills training for farmer college students include individuals with varying levels of agricultural expertise, ranging from experienced farmers with high agricultural skills to village cadres. These individuals exhibit differences in their educational levels, with significant variations in age. Their ideas may be somewhat outdated, influenced by their long-term life experiences and perspectives on agricultural knowledge, which may be unique but one-sided. Consequently, farmer vocational training tends to incorporate some traditional ideologies. Regarding vocational training for farmer college students, there is an age gap among trainers. Older trainers need to keep up with the times, acquiring new knowledge and theoretical frameworks. However, given their busy daily lives and numerous responsibilities, including substantial workloads, these individuals often lack the energy and time needed for learning. This results in a relatively slow training progress, making it challenging to implement according to the planned schedule. Farmer vocational students of older age also face difficulties in learning, with limited enthusiasm. This is especially true in the context of current online learning environments, requiring solutions to information technology issues and challenges when participating in online learning through computer systems. This adds complexity to their learning and makes the management of farmer vocational skills training more challenging.

#### (2) Low level of teaching platform development

The common teaching format for organizing farmer vocational training is online teaching. This format tends to be more singular, lacking specificity. Teachers may pre-record course content, but the practical aspects of this content require in-depth research and exploration. The uniformity of educational content neglects the differences and enthusiasm of each student. The knowledge system update in teaching platforms is slow, and there is insufficient integration of newer policies and knowledge points relevant to entrepreneurship for newer farmer college students. Poor information exchange and a severe lack of teaching innovation lead to misconceptions about farmer vocational skills training. Many people believe that there is insufficient emphasis and rigor in teaching during vocational skills training <sup>[4]</sup>. Currently, the mobile terminal learning system for farmer college students is not well-established. Their use of mobile terminals encounters difficulties, especially when some farmer college students' households lack internet access, and their mobile devices have limited data. This makes timely learning and thorough application challenging. Therefore, this singular method of mobile terminal learning does not meet the learning needs of farmer college students. Additionally, the construction of practical teaching bases and virtual experimental platforms for farmer vocational skills training is not sufficiently developed. Many aspects of professional knowledge related to farmers cannot be limited to the transmission of theoretical knowledge alone. Instead, corresponding virtual experimental platforms or practical teaching bases need to be established to impart skills. This is a critical issue that needs special attention in the current farmer vocational skills education and training.

## (3) Inadequate alignment between teaching specialties and practical application

There are numerous problems and deficiencies in the professional settings of farmer vocational training programs. Firstly, the vocational training programs tend to focus more on professions such as animal husbandry and veterinary medicine. To support economic development in rural areas, programs may also touch on topics like town enterprise management and agricultural economic management. However, the coverage of these professional settings is not extensive, and their impact is not significant. These programs are primarily beneficial to specific village cadres or relatively young farmer college students. Many experienced farmers are not very interested in these professional topics, hindering the smooth realization of the goals of farmer vocational skills training, and the outcomes of teaching are questionable. This kind of professional setting is prevalent in farmer vocational education and training, reflecting the homogeneity of the entire educational model. This homogeneity leads to a lack of innovation in the creativity of farmer vocational talents, resulting in insufficient professionalism and specificity in the development of new rural areas. It fails to align with local characteristics and the demands for development, significantly affecting the overall development of new rural areas and the core competitiveness improvement of agricultural products. Finally, for many specialties, there is a shortage of professional teachers, or the teaching capabilities of teachers are insufficient, resulting in unclear effects in farmer vocational skills training.

## 4. Application of Credit Banks in Farmer Vocational Training

#### (1) Implementation of credit management classification

The integration of credit banks into farmer vocational skills training requires a clear definition of credit classification standards. This ensures that farmer college students have a clear understanding of the entire model during their studies, knowing the specific credits they need to obtain. This clarity fosters a more positive mindset and continuous motivation for effort. In practice, the application of credit banks in farmer vocational skills training involves categorizing credits into three main components: course examination results, online learning time, and practical course grades. Students earn corresponding credits upon completing each part. For example, students majoring in animal husbandry and veterinary medicine or rural administrative management need to include their online learning time in their final credit scores. Only after accumulating a certain level can

they display corresponding grades on the platform and proceed to the final exams. Ensuring course assessment passes, students can then receive credits. Practical courses, such as "Practical Agricultural Techniques," can involve teacher supervision, guidance, and grading based on the teacher's evaluation standards. These standards may vary among training schools, emphasizing fairness and reference value <sup>[5]</sup>. For instance, the final completion of the "Rural E-commerce" course may require a comprehensive analysis of the operation of specific e-commerce projects to obtain corresponding scores. Establishing a system for academic integrity management in farmer vocational training is crucial. This system focuses on attendance rates, exam integrity, and recording of students' study time. This ensures a more scientific and fair credit certification system for farmer college students, facilitating a smoother transition.

#### (2) Construction of a digital credit learning system

Given the diverse learning capabilities, varying study times, and different learning experiences among farmer college students, adopting a multi-modal learning approach is essential to involve every student in vocational skills learning. This involves establishing an internet-based resource learning system and creating a learning community for each student during training. This improves the quality of learning resources and facilitates unified monitoring of students' learning progress. Simultaneously, addressing issues such as a lack of autonomy in learning, inability to proficiently use online platforms, and difficulty entering learning states for some students requires the retention of traditional teaching methods. Alternatively, creating rural learning management groups or utilizing digital television in rural areas can assist farmer college students in learning professional skills. Through collaboration and cooperation, older farmer college students can better engage in learning, achieving the goals of farmer vocational skills training.

### (3) Rational design of credit courses

The regional characteristics of agricultural development have a distinct impact, with different regions having unique main agricultural products due to differences in location and climate. Therefore, planning and integrating professional knowledge resource sharing need comprehensive planning and integration, highlighting regional characteristics while achieving resource sharing and integration<sup>[6]</sup>. A more inclusive, open, and friendly credit system can be established for agricultural course content in different regions. This system objectively evaluates the difficulty of different courses and sets more reasonable durations for elective and major courses. It can also incorporate courses with unique characteristics from other regions, forming a weighted credit accumulation system. This allows farmer college students who enjoy learning more knowledge to receive credit compensation, making them more willing to engage in independent learning within this system. Establishing a database system for agricultural information within a certain scope allows farmer college students to choose different types of professional skills for learning based on their needs and interests. After learning, they receive corresponding credit rewards. This encourages exploration and experimentation in their preferred fields, fostering creativity and subjective initiative through deep exploration and imagination. This truly achieves independent learning and the goals of farmer vocational skills training.

## 5. Conclusion

In conclusion, the implementation of farmer college student training programs is a crucial component of today's educational system. The seamless integration of credit banks into farmer vocational skills training reflects personalized, open, diverse, and fair characteristics. It represents a positive attempt and robust exploration to address the current state of vocational skills training for farmer college students in China, achieving notable breakthroughs and results. The practical application of the credit bank mechanism inevitably comes with challenges, including difficulties in credit conversion technology and the need for improved government support. This places

higher demands on the construction of the credit bank mechanism, requiring the incorporation of more advanced technologies to facilitate the orderly implementation of farmer vocational skills training.

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