

Analysis on Practical Teaching Reform of Undergraduate Major of Agricultural and Forestry Economic Management

Su Jianlan, LongQin

School of Economics and Management, Southwest Forestry University, Kunming 650224

Abstract: This paper selected 21 universities and colleges which own the major of agricultural and forestry economic management as samples, analyzed the current situation and the shortages in professional practice teaching systems, proposed that the universities and colleges should scientifically and reasonably design professional practice teaching system, strengthen the training of responsibility consciousness, professional ethics and innovation ability of students, establish a feedback and adjustment mechanism for the practical teaching system of agricultural and forestry economic management, the aim is to meet the needs of agricultural and rural modernization.

1. Introduction

In order to build a moderately prosperous society, achieve the goal of socialist modernization and powerful country, and comply with the requirements of the times, China has implemented the strategy of Rural Revitalization. This requires to construct a new training system for the major of agricultural and forestry economics and management, which not only includes comprehensive professional knowledge, but also needs to strengthen strong sense of responsibility and professional ethics training. Professional knowledge can be trained through curriculum system of training plan, while the cultivation of knowledge application, responsibility consciousness and professional ethics needs more social practice. Compared with the former, the latter is the focus and difficulty of the training system, which is more challenging. This paper based on the commonness and difference of undergraduate practical teaching system of agricultural and forestry economy and management in some universities and colleges, analyzed the deficiency in the current practical teaching system, and put forward the reform measures of teaching mode. The purpose is to analyze the specific improvement measures from the angle of cultivating agricultural and forestry talents, so as to provide more qualified personnel to the rural society and serve the rural revitalization.

2. Current situation of undergraduate major in agricultural and forestry economic management of China

In 1998, the Ministry of Education merged agricultural economic management and forestry economic management into one undergraduate major named agricultural and forestry economic management. Agricultural and forestry economic management has long been regarded as the dominant and characteristic major in agroforestry universities and colleges, agricultural colleges and universities emphasize on agricultural economic management, and forestry school take forestry economic management as the core, then design corresponding training plan. With the adjustment and improvement of major setting in colleges and universities, some non-agricultural and forestry colleges and universities now have also offered the major of agricultural and forestry economic management.



According to the records of the National Instructive Committee in agricultural and forestry economics and management specialty of the Ministry of Education. At present, 49 universities and colleges in China offer major in agricultural and forestry economic management, which including Renmin University of China, Agricultural University of China, Forestry University of China, Zhejiang University, Guizhou University and Southwest forestry university, etc., there are 33 colleges and universities involved in agriculture and forestry, accounting for 67%, 16 non-agricultural and forestry colleges, accounting for 33%. One-third of the colleges and universities offering agricultural and forestry economics and management majors come from non-agricultural and forestry fields.

3. A survey of the current practical teaching system of agricultural and forestry economic management specialty in China

3.1. Content commonness of current practical Teaching System of Agriculture and Forestry economy Management in China

The current practical teaching system of agricultural and forestry economy management includes curriculum experiment, centralized practical teaching, social practice and graduation practice. Colleges and universities have designed different practical teaching systems according to training objectives. According to the training program of undergraduate majors in agriculture and forestry economic management, the author randomly selected 21 forestry, agricultural and non-agricultural universities, which include Beijing Forestry University, Central South Forestry University, Southwest Forestry University, Fujian Agricultural and Forestry University, Zhejiang Agricultural and Forestry University, Northeast Forestry University, Northwest Agricultural and Forestry University, China Agricultural University, Inner Mongolia Agricultural University, Hebei Agricultural University, South China Agricultural University, Beijing Agricultural University, Shandong Agricultural University, Yunnan Agricultural University, Guangxi University, Henan University Ningxia University, Shihezi University, Yangzhou University, Yangtze University and Shanghai Ocean University, and systematically analyzed the content of practical training. The professional practice teaching of different types of schools has the following in common: (1) Universities and colleges that offer major in agricultural and forestry economic management have set up professional training or experiments for applicable courses, such as accounting, statistics, marketing and so on. Although different schools have set up different curriculum experiments or practices according to the teaching system, it has reached a consensus that curriculum experiments or practices should be designed for the applicable courses. (2) Sample universities and colleges have carried out centralized practical teaching system which is designed by characteristics and requirements of agricultural and forestry economic management major, the aim is to integrate series professional courses, the key is to emphasis the application of comprehensive professional knowledge. (3) Sample universities and colleges have generally designed social practice using winter vacation and summer vacation to complete the social survey and survey report required by the professional training plan. (4) Sample universities and colleges have Combined general education with military training, ideological and political education and computer knowledge, and have required students to obtain professional credits through finishing graduation practice and graduation thesis design.

3.2. Content differences of current practical Teaching System of Agriculture and Forestry economy Management in China

While the practical teaching system of sample universities and colleges have some common points, there are also differences in experimental and practical activities due to differences in school backgrounds and positioning. (1) There are significant differences in the professional positioning among 21 sample universities and colleges. the training objectives are mainly focused on three types: application-oriented talents, compound-application talents and outstanding talents of agriculture and forestry. Northwest Agricultural and Forestry University concentrates on the cultivation of innovative talents, while China Agricultural University emphasizes more on the internationality of the trained talents. (2) Significant difference in the content of practical teaching system also exists among different

training units. Forestry colleges and universities are based on "agriculture, rural areas and farmers" to carry out practical activities in the field of forestry. For example, the Introduction to Forestry Science of Southwest Forestry University, the Evaluation of Forest Assets of Northeast Forestry University, all practical teaching is related to advantageous subject. Agricultural colleges and universities emphasize the content design of practical teaching system from all aspects of agricultural production and management. Taking Inner Mongolia Agricultural University as an example, Its, practical teaching system incorporates agricultural economics, forestry economics, animal husbandry economic management, resources and environmental economics, which not only reflects the characteristics of the discipline, but also highlights the regional characteristics, and is a practical teaching activity adapted to local conditions. Non-agricultural and forestry colleges and universities have some innovative thinking in the design of practical teaching system. For example, Shihezi University has set up the theory and practice of characteristic agricultural development based on Xinjiang. And Ocean University of China has made full use of its discipline characteristics to design an investigation of aquatic market., fishery economics survey, fishing village and fishery survey.

4. The deficiency of practical teaching system of agricultural and forestry economics management major in China

In 2013, Ministry of Education, Ministry of Agriculture and State Forestry Administration jointly put forward "the Opinions on Promoting the Comprehensive Reform of Higher Agricultural and Forestry Education". The regulation defined the objectives of talent training in agricultural and forestry universities and colleges, that is, to train multi-level, multi-type and diversified talents with practical skills, compound application and top innovation. Agricultural talented training should be regarded as the main purpose of agricultural and forestry economic management specialty. Because it is the carrier of agricultural and forestry innovation, improving rural competitiveness, and training application-oriented talents, the most important is that it is the key to realize the modern forestry.

The current professional training plan of agricultural and forestry economic management are generally composed of five parts: public basic courses, professional basic and core courses, specialized characteristic courses and practical teaching. The first four parts serve for agricultural and forestry talents to master professional knowledge. Practical teaching is to train the more practical capabilities and the more competitive talents.

4.1. The content of current practical teaching system in agricultural and forestry economics management has not exploited the application ability of students' professional knowledge

The Rural Revitalization Strategy has changed the talented demand structure, and the and the cultivation mode focusing on knowledge imparting will be changed. The construction of practical teaching system will be strengthened, and the ability of students to apply knowledge will be strengthened so as to enable students to possess excellent professional technology, which is the focus of training talents to meet the needs of the times. The training plans of agricultural and forestry economics and management have been based on different type of professional courses, students can complete their study of theoretical knowledge through compulsory courses and elective courses, but the application of theoretical knowledge needs more support from the practical teaching system. Although the current practical teaching system merged professional knowledge into different types of practical activities by establishing training base, there are fewer opportunities for practical teaching to integrate into the rural areas, the result is unable to fully enter the field of "agriculture, countryside and farmers", and can not to study and communicate deeply. When the practical train is mainly completed by report or visiting, practical teaching often become a mere formality. Even though students participate in practical teaching, they still cannot master the skills of applied professional knowledge, some students become unqualified products with incomplete theoretical knowledge and weak application ability, which is not according with the current requirements of talents.

4.2. Design and implementation periodicity of the practical teaching system makes it lag behind the national policies requirements

As a teaching activity plan, the training plan is designed, revised and perfected in a four-year cycle, each professional setting unit decides the cycle and progress according to its own situation, so the time that universities and colleges announce the training plan is different. Once the teaching plan has been implemented, it means that the content of teaching plan will not be adjusted and revised until the end of the period. When the government promulgates the new policy and puts forward the new requirements to the talent training, the teaching plan that is implementing lags behind government's requirements. It is urgent to construct the feedback mechanism and the flexible adjustment system of the teaching plan, so that talent training can be closely combined with the needs of the country and the market, and timely deliver needed talents to the society.

4.3. The innovation of the current practical teaching system of agricultural and forestry economic management is slightly insufficient

In the process of fostering "Innovation and Entrepreneurship" talents in Colleges and universities, it is necessary to cultivate students' Institutional Innovation, scientific and technological innovation, production innovation and governance innovation, as well as students' courage to start their own businesses. At present, universities that own major of agricultural and forestry economic management, such as southwest forestry university, Hebei agricultural university, South -China agricultural university, Shandong agricultural university, Ningxia university and Shihezi university, have proposed to cultivate talented ability of "Innovation and Entrepreneurship" in practical teaching. Compared with 49 professional units, the total number is slightly insufficient, which indicates that colleges and universities have not all carried out the reform of practical teaching system. In addition, some universities and colleges have outdated practical teaching system and single implementation mode, which fail to form an innovative mechanism for talent cultivation.

5. Practical teaching reform measures of agricultural and forestry economic management

5.1. Scientifically and rationally design the practical teaching system of agriculture and forestry economic management, strengthen the cultivation and improvement of students' professional knowledge application ability

The scientific and reasonable practical teaching system of agricultural and forestry economic management includes the systematic design of teaching scheme, content and implementation. (1) To formulate a comprehensive practical teaching plan to change the current insufficiencies of the practical teaching regulations, syllabus and instructions. On the base of the current existed practical teaching system, universities and colleges should refine practical teaching activities, form detailed plans to guide every link of teaching, and make plans as the important means to appraise implementing system. (2) In order to ensure scientific and normative practical teaching, it is necessary to compile practical or experiment guides to clarify the content of practical teaching and teaching responsibilities. (3) The essence of practical teaching is to strengthen students' ability to use professional knowledge and improve their practical ability. According to different teaching content set different implementation methods, with the help of agricultural experiment stations, rural service base, farming industry innovation platform, etc., students are encouraged to go deep into the countryside, understanding agriculture and taking part in farmers' life, the result is that student will make professional knowledge and practice better integrated, and gain some deep insight into the agricultural and forestry economy, rural environmental protection, rural planning and governance.

5.2. The feedback and adjustment mechanism of the practical teaching system of agricultural and forestry economic management should be established to combine national policies with professional training in time

The implementation of the practical teaching system of agricultural and forestry economic management

is periodic. We should establish feedback and adjustment mechanism, which is not only timely merge into national policies, but also let, practical teaching activities keep in line with the cycle of agricultural production and the regularity of rural activities. So that students can go deep into the countryside and participate in agricultural activities, understand rural farmers, enable them in "learning to do, learning by doing", to enhance their service awareness and skills. In addition, some agricultural products expositions, agricultural and forestry enterprises practice platform can be used to increase students' opportunities to enter the market and enterprises, so as to gain an in-depth understanding of the production and consumption links of agricultural and forestry products, mastering modern agriculture related knowledge and the skill.

5.3. To clarify the important position of "innovation and entrepreneurship" in the practical teaching system of agricultural and forestry economic management, strengthen the training of students' innovative ability

The "innovation and entrepreneurship" education of universities and colleges is realized by the practical teaching system. We must clarify the key position of innovation training, strengthen innovation and entrepreneurship education, improve the innovation ability of students. Under the Rural Revitalization Strategy, modern agriculture needs innovative agricultural and forestry talents. a new cooperative mode between enterprises and family farms, major professional households and agricultural and forestry cooperatives will be formed by innovating the agricultural and forestry industry chain, which is advantage to transforming of organic agriculture and forestry, brand agriculture and forestry, and helps to form an endogenous motive force for rural development and promote rural sustainable development. In order to satisfy the cultivation of innovative talents in modern agroforestry, universities and colleges should constantly explore new teaching models of practice by the "school, farmers + enterprise" cooperation model, with the help of online and offline and "Internet +" to promote the cultivation of innovative talents in the countryside.

6. Conclusion

The Rural Revitalization Strategy has changed the talented demand structure. At present, the most difficult task of universities and colleges is to train students' knowledge application, responsibility consciousness and professional ethics. It is important to timely adjust talents training mode, the design and implementation of practical teaching system should be consistent with the requirements of national policy, so as to provide more qualified personnel to the rural society and serve the rural revitalization.

References

- [1] Chen W.H, Liu D.C. An interpretation of the highlight of the Nineteenth National Congress report [J]. Global Business, 2017(11): 16-23[J]. China Agricultural Education, 2012 (3) : 5-6
- [2] Beady, Liz, Teaching Evaluation and Accreditation[J]. New Directions for Teaching and Learning, n88, 2001
- [3] Chen Jian, Zhan Y.L, Innovation and entrepreneurship practical teaching exploration under the training plan of outstanding agricultural and forestry talents, 2017(11): 43-45
- [4] BI H. X. Construction of New Social Practice Teaching Mode for Agricultural Economics and Management Specialty[J]. China Agricultural Education, 2012 (3):5-6
- [5] Hu W.Y. to Provide Strong Talent Support for the Promotion of Rural Revitalization[J]. Rural Work Newsletter, 2017(12): 27-30
- [6] Knap per, Christos peer. Broadening our Approach to Teaching Evaluation[J]. New Directions for Teaching and Learning, n88, 2001
- [7] Tian W. H. Research on Building the Practical Teaching Platform of Agriculture and Forestry Economics Management[J]. Anhui Agri. Sci. Bull.2010,16(18):147-149
- [8] LI C. L. the Reform of Practice Teaching Based on the Perspective of Students' Needs of Agricultural and Forestry Economic Management Major [J]. Journal of Henan Institute of Education.2014(5):138-141

Reproduced with permission of copyright owner. Further reproduction prohibited without permission.