

The Predicament and the Path of Relief in the Education of College Students' Rural Feelings in the VUCA Era

Ke Liu *

School of Politics and Public Administration, Xinjiang University, Xinjiang 830046, China

* Corresponding Author Email: lkk@stu.xju.edu.cn.

Abstract. The key to revitalizing rural areas lies in talent. Cultivating college students' rural feelings is of great significance for reversing their utilitarian value tendencies and contributing to the construction of the great ideological and political pattern. This feeling can also guide them to engage in innovation and entrepreneurship in their hometowns, promoting the in-depth implementation of the rural revitalization strategy. However, in the era of volatility, uncertainty, complexity, and ambiguity, also known as the VUCA era, the education of rural feelings encounters certain practical challenges. These challenges include the dilution of college students' rural feelings, the scarcity of local curriculum with rural characteristics, and the ineffective connection between schools and rural areas. Therefore, universities should adhere to ideological and political guidance, cultivate college students' rural feelings by carrying out place-based teaching integrated with rural realities and strengthening the linkage between schools and rural areas. This will encourage them to actively participate in local practice, make career choices to devote themselves to issues relating to agriculture, rural areas, and rural people, and contribute to the revitalization of rural talent.

Keywords: VUCA Era; college students; rural feelings of education; rural revitalization.

1. Introduction

Grain and talent, the treasure of the country. During his inspection in Hainan in 2022, General Secretary Xi Jinping emphasized that "The key to promoting comprehensive rural revitalization lies in people. It is necessary to build a rural revitalization cadre team with strong political, professional, and work styles, attracting various talents including wealthy leaders, college students returning home to start businesses, and veterans, to make contributions in rural revitalization."^[1] This encourages young talents to return to their hometowns for employment, building a talent pool for rural revitalization. However, with the rapid economic and social development and urbanization, rural areas are showing a relative decline, while cities are becoming increasingly attractive. As a result, college students' willingness to return to their hometowns is decreasing. In view of this, it is crucial to carry out rural feelings education for college students, guiding them to internalize their rural feelings and nostalgia into spiritual motivation and externalize them into practical actions to serve the countryside. This lasting and profound emotional bond can support the long-term development of young talents in rural areas, playing an irreplaceable role in comprehensively promoting the rural revitalization strategy.

However, since the outbreak of COVID-19 in 2020, the external environment worldwide has become increasingly complex and ambiguous, and uncertain events have occurred frequently. The "VUCA" era has gradually become a new normal. The "VUCA" era refers to a state where volatility, uncertainty, complexity, and ambiguity coexist. This term originated from the leadership theory of American scholars Warren Bennis and Burt Nanus in the 1980s and has gradually expanded into military, public management, education, and other fields^[2]. It accurately depicts the characteristics of the current era. In this era, volatility and uncertainty make the future unpredictable, complexity requires interdisciplinary knowledge and problem-solving skills, and ambiguity forces decision-makers to make decisions with incomplete information. In this social background, the challenges for individuals to accurately grasp external environmental changes and make long-term decisions have significantly increased. Pragmatic ways of thinking and utilitarian values are becoming more popular among college students, while rural feelings such as contributing back to one's hometown and fallen

leaves return to the roots are gradually fading in their minds. Therefore, rural feelings education for college students has encountered unprecedented difficulties in the current social background.

2. The significance of attaching importance to the education of university students on rural feelings in the VUCA Era

2.1. Change the utilitarian value orientation, and regain the rural feelings of college students

In the social background of the VUCA era, utilitarian values have gradually dominated among college students. This value orientation, which contradicts rural feelings, is guided by short-term benefits and personal interests, with a particular emphasis on material benefits and practical efficiency. In contrast, rural feelings emphasize a deep affection for and sense of responsibility towards one's hometown, focusing on long-term development and collective interests. It stresses long-term concern for cultural inheritance, ecological environmental protection, and social development in one's hometown, pursuing mutual development of the individual and their hometown. The utilitarian value orientation weakens college students' sense of identity and belonging to rural culture, and it also deeply affects their value judgments and life choices. This orientation poses a long-term threat to the sustainable development of villages and undermines the cultural foundation of the country.

The "Rural Revitalization Strategic Plan (2018-2022)" points out that various talents should be guided and supported to join the rural revitalization effort, with homesickness as a bond^[3]. As a spiritual bridge connecting individuals with their hometowns, rural feelings can inspire people's deep affection for their native land, which in turn can be translated into practical actions to promote the development of their hometown. Systematic and in-depth rural feelings education can guide college students to re-examine and understand the profound heritage and unique charm of rural culture, enhancing their confidence and pride in their hometown culture. This, in turn, can internalize this emotion into spiritual motivation and externalize it into practical actions to serve the countryside and build their hometown. Rural feelings education also plays an irreplaceable role in cultivating college students' social responsibility and patriotism. Through educational guidance, college students can more deeply understand the close connection between personal development, hometown construction, and national prosperity, consciously integrating their personal ideals into the cause of the country and nation. Therefore, rural feelings education for college students is not only related to the guidance and shaping of individual values but also provides deep-level talent support and cultural guarantee for the implementation of the rural revitalization strategy.

2.2. Alleviate the difficulty of employment for college students and promote the revitalization of rural talents

In the VUCA era, the ambiguity of career development and the rapidly changing demand for knowledge and skills have become prominent features. These prominent features pose unprecedented challenges to the employment of college students and profoundly affect their career planning tendencies. The tendency to pursue short-term benefits and aspire to big cities is becoming increasingly prominent among college students, while the requirements of national development strategies and overall social construction are ignored. However, despite the advantages of urban employment and entrepreneurship, such as better public services, living convenience, and social interaction, the employment quality of some college students is not ideal. This is because they blindly pursue superior employment conditions in cities, where the urban employment population continues to increase and employment competition becomes increasingly fierce^[4]. This employment tendency not only intensifies competition in the urban job market, leading to the narrowing of employment paths for college students and an increase in employment difficulty, but also contributes to the brain drain in rural areas.

In fact, today's rural areas not only contain abundant employment and entrepreneurial opportunities but also possess vast development space and tremendous potential. The Ministry of

Agriculture and Rural Affairs issued the "Notice on Vigorously Implementing the Rural Employment and Entrepreneurship Promotion Action," proposing to actively support college students to return to their hometowns to start businesses. This action aims to form a good situation of promoting employment and increasing income through entrepreneurship, based on the government's basic requirements of building a platform, the platform gathering resources, and resources promoting entrepreneurship^[5]. However, under the limitation of relatively narrow employment concepts, college students often fail to fully recognize the advantages and opportunities of rural employment. When Marx was young, he proposed that "The main guideline we should follow when choosing a career is human happiness and our own perfection."^[6] Rural feelings education can guide college students to re-examine their employment concepts, broaden their employment horizons, and no longer be limited to urban employment tracks. Instead, it stimulates their sense of belonging to their hometown, combines personal development paths with the overall social situation, and makes more long-term career planning. Cultivating college students' rural feelings can motivate them to closely integrate their personal talents with rural revitalization and actively participate in rural construction and development. By doing so, they can inject new vitality and momentum into rural areas, ultimately promoting rural economic prosperity and social progress. Therefore, rural feelings education for college students not only helps alleviate the difficulty of finding employment for college students but also becomes an important force in promoting rural talent revitalization.

2.3. Enrich the content of ideological and political courses in universities to help build a great ideological and political pattern

The arrival of the VUCA era has brought unprecedented challenges to the teaching of ideological and political courses in universities. The constantly changing social environment of the VUCA era places higher demands on the timeliness of ideological and political courses, while the emphasis on individuality and innovation prompts college students to develop increasingly diversified values. Additionally, the demand for discipline integration within the industry and constantly updated professional skills makes college students appear more confused and conservative in their career planning. "The value orientation of youth determines the value orientation of the entire society in the future, and youth are in a period of forming and establishing values. It is very important to cultivate values during this period".^[7] Against this backdrop, carrying out rural feelings education for college students serves as a useful supplement to traditional ideological and political courses. This education not only injects new momentum into building a large ideological and political pattern but also scientifically guides the values of young college students, realizing the fundamental task of cultivating morality and nurturing talents.

Rural feelings education provides more vivid and specific teaching materials for ideological and political courses. Teachers can introduce elements such as rural culture, historical traditions, and local customs to ideological and political courses. By combining abstract theoretical knowledge with specific life practices, ideological and political teaching becomes more relevant to college students' actual lives, thereby enhancing the attractiveness and appeal of teaching and improving the effectiveness of ideological and political courses. Rural feelings education also plays an important role in guiding college students' values. By understanding the development process, current status, and future trends of villages, college students can more comprehensively understand society, comprehend the country's development strategies and policies, and consciously combine personal development with national needs and national revitalization, which is conducive to cultivating college students' sense of historical mission and social responsibility. Finally, rural feelings education contributes to the construction of a large ideological and political pattern. To build a large ideological and political pattern, it is necessary to break the barriers between ideological and political courses, general courses, and various professional courses in the higher education system, ending the situation of "fighting alone." Various elements with ideological leadership functions are connected through specific forms or mechanisms, creating a holistic education pattern that forms a synergistic educational force. Rural feelings education encompasses agriculture, society, economy, politics, and

various other fields. This education can facilitate the integration and mutual promotion of ideological and political courses with other course content, jointly establishing a comprehensive and multi-dimensional knowledge system, and providing robust support for the development of a large ideological and political framework.

3. VUCA era of college students rural feelings of education facing the realistic constraints

3.1. Diminishing emotional bond with hometown undermines educational effectiveness

College students' feelings towards their hometowns are the foundation of rural feelings education, and the depth of these feelings directly affects the effectiveness and quality of this education. However, in the context of the VUCA era, with the rapid development of modern society and the popularization of information technology, significant changes have occurred in the living environment and values of college students. College students are more exposed to and pursue urban culture and popular culture, and utilitarian value tendencies prevail. They pay more attention to material benefits and short-term returns, while neglecting deep understanding and experience of rural society, culture, and history. They do not have a strong sense of belonging to their hometowns and see education as a means to "leave agriculture" and "leave the countryside."

This dilution of feelings is first reflected in the blurring of college students' identity. In the pursuit of modernization and urbanization, many college students' self-identity has gradually shifted from rural to urban areas, and their rural identity has become blurred or even forgotten. They tend to see themselves as "urban residents" or "moderns," and no longer deeply feel the close connection with their rural hometowns. In terms of understanding rural history and culture, some college students have little knowledge of the cultural elements of their hometowns, such as history, traditions, and customs. There are even college students who hold misunderstandings and prejudices, associating rural culture simply with backwardness and vulgarity, and thus lacking interest in further exploration and learning. In addition, some college students' attitudes towards rural life have changed as they aspire to the refinements of urban life, pursue fashion, convenience, and comfort, and prefer the ease of modernization. Consequently, they gradually become estranged from the uncomplicated rural lifestyle and are unable to appreciate the distinctive allure and significance of rural life.

Due to the lack of emotional identification with their rural hometowns, it is difficult for college students to have a deep resonance with the content of rural feelings education. This not only hinders college students from deeply understanding the rich meaning and precious value of rural feelings education but also makes them unaware of their responsibilities and missions to their rural hometowns. This situation weakens the appeal and persuasiveness of rural feelings education, greatly reducing its effectiveness. When faced with the development and construction needs of their rural hometowns, some college students show obvious indifference, lack enthusiasm and participation, and are indifferent to the progress of the countryside. They know very little about the achievements and challenges faced by the countryside in economic, social, ecological, and other aspects.

3.2. Lack of local characteristics of the curriculum, affect the depth of teaching

As a core component of rural feelings education, rural characteristic courses play an irreplaceable role in cultivating college students' rural feelings and enhancing their cognition and understanding of rural society. However, in the VUCA era, with the increasingly fast pace of social development and continuous changes in market demand, educational resources and investments tend to be more focused. These resources and investments are primarily targeted towards courses that can directly enhance professional skills and quickly respond to industry changes. Rural courses that focus on humanistic and emotional education and have relatively weak abilities to meet immediate market demands are often placed in a secondary position.

Colleges and universities often have a bias towards a universal and international knowledge system in their curriculum, neglecting regional and ethnic rural content. This makes it difficult for college students to fully and deeply understand the actual situation of villages and the rich connotations of rural culture through classroom learning. Although some universities offer courses related to rural culture, most of them exist as elective courses and are often marginalized in the curriculum system. Due to the lack of sufficient attention and resource investment, weak teaching staff, and a single teaching method, it is difficult to attract students' interest and participation. Such a curriculum not only fails to effectively convey the essence of rural culture but may also mislead students about the actual situation in the countryside due to a lack of depth and interactivity. Although some universities have tried to offer elective courses related to rural culture, these courses carry relatively little weight in the comprehensive evaluation system for students. From the perspective of academic development, some students believe that learning rural knowledge is not significant for personal development, such as award evaluations, and thus lack motivation to learn. Due to the lack of specialized rural characteristic courses, college students can only obtain cognition of villages through fragmented information or short experiences. Without sufficient knowledge and emotional foundation, it is difficult for college students to establish deep connections with villages, let alone contribute to the development of villages. The lack of deep understanding of rural history, culture, and social structure also limits college students' ability to understand and solve rural issues. This superficial learning method is difficult to stimulate their deep emotions for the countryside, let alone closely integrate personal development with the cause of rural revitalization.

3.3. The connection between universities and villages is not smooth, hindering the practice channels

The smooth connection between universities and villages, facilitating students' rural practice, is of great significance for cultivating rural feelings. The cultivation of rural feelings cannot stop at imparting theoretical knowledge but requires deep feelings and understanding through personal practice. However, in the complex background of the VUCA era, the connection between universities and villages faces challenges. The external environment, full of volatility and ambiguity, not only makes the existing differences in resource allocation and information communication barriers more prominent but also brings new mismatches in cooperation modes. This makes it more difficult for universities and villages to find common ground and complementary advantages. These factors are intertwined and influence each other, further increasing the complexity of the connection work and posing higher requirements for the coping strategies and flexibility of both parties.

The poor connection between universities and villages is firstly reflected in the mismatch between educational resources and practical opportunities. Rural areas have abundant practical opportunities and cultural resources, but they lack modern educational facilities and practical platforms. They also lack the conditions to connect with university assistance, unable to fully utilize these resources. In contrast, the major settings and talent cultivation models of universities mainly serve the secondary and tertiary industries in cities, rarely involving agriculture and rural areas. Some university teachers lack an accurate grasp of rural industrial structure, labor structure, and job market demand. Students under the existing training system lack both the knowledge and skill structure required for rural practical talents, as well as hands-on ability and social adaptability, which is out of touch with the actual needs of the countryside. Furthermore, there are also communication barriers between schools and villages. The level of informatization in rural areas is relatively low, and information transmission is lagged. Schools often lack the collection and collation of rural information, making it difficult for college students to timely obtain the latest developments and development information in the countryside and adapt to changing market demands. Finally, there is a lack of innovation in the cooperation mode between universities and villages. The traditional cooperation mode between universities and villages is often led by schools. Some actions of universities serving rural revitalization still stay at the level of resource input, lacking the actual depth of going deep into the grassroots and serving the countryside. Villages are in a passive position. This cooperation mode

ignores the subjectivity and needs of the countryside, which makes it impossible for the countryside to truly participate in cultivating college students' rural feelings. Additionally, this cooperation mode leads to a "suspended" problem with the embedding of university resources, making it unable to provide targeted support and assistance to the countryside. The rigid cooperation mode is difficult to adapt to the complex and changing social environment of the VUCA era, making the connection between universities and villages more difficult.

4. The relieve path of college students' rural feelings education in the VUCA era

4.1. Multi-channel ideological and political guidance, and cultivate rural feelings

Ideological and political education in universities plays a significant role in shaping college students' values and guiding their career paths. It helps students "correctly understand the general trend of world and China's development, as well as their contemporary responsibilities and historical missions"^[8] during their learning process. Universities should integrate rural elements into ideological and political education work through various means, subtly cultivating students' rural feelings and enhancing their willingness to devote themselves to agriculture, rural areas, and farmers. By doing so, universities can guide students to participate in the great process of implementing the rural revitalization strategy.

"The key to running a good ideological and political theory course lies in teachers, and their enthusiasm, initiative, and creativity."^[9] Teachers can combine the national strategy of rural revitalization, guiding students to analyze the reasons for the relative decline of villages, such as the siphon effect of resources in the process of urbanization and the low efficiency of traditional agriculture. This allows college students to understand the necessity and urgency of rural revitalization. By introducing specific measures and policy support adopted by the state in supporting rural development, colleges can help students understand the opportunities and challenges in the cause of rural revitalization. Understanding these opportunities and challenges can enhance college students' confidence and expectations for rural development. Teachers can also introduce specific cases of rural development in class, discuss rural social issues, and summarize successful cases such as rural industrial development, ecological environment improvement, and cultural inheritance and innovation. Through case analysis, students can learn from the actual results and experiences of rural development, deeply understanding the reality and development challenges of rural society. This process helps students cultivate their sense of social responsibility and stimulates their enthusiasm for rural revitalization.

The party and youth league organizations at all levels in universities are the core force that guides college students in their daily ideological and political education work and plays a crucial role in cultivating their rural feelings. These organizations can carefully design and hold thematic party and youth league activities, organizing college students to study the party's guidelines, policies, and routes on rural revitalization and issues related to agriculture, rural areas, and farmers. This helps college students deeply understand their spiritual essence and core meaning, as well as the importance of rural revitalization. These organizations should also play a leading role, actively organizing and guiding various thematic clubs and volunteer service activities. Such activities can be carried out in multiple forms, such as supporting agriculture and education, and policy propaganda, aiming to build a bridge between college students and villages. In these activities, college students will personally participate in the process of rural construction and education support, experiencing the hardships and beauty of rural life. As policy communicators and interpreters, college students not only help rural residents but also better understand and grasp the government's policies on villages. In the process of promoting activities, the influence of activities can be expanded through campus party media, youth league media, and other channels, constantly attracting more college students to participate. Through thematic activities, college students can more intuitively feel the charm and value of the countryside,

thus narrowing the distance between them and the countryside, and enhancing their closeness and identity to the countryside.

4.2. Carry out place-based education in combination with rural realities

Understanding, loving, and being passionate about agriculture, rural areas, and farmers is essential to cultivate college students' rural feelings. However, merely accepting the current general or elective rural courses offered by universities is not sufficient to meet college students' needs for a deep understanding of rural culture and learning agricultural knowledge. "Customs vary from village to village, and traditions differ from place to place." It is difficult to centralize and standardize the diverse rural landscapes and varied agriculture into a standardized knowledge system, as agricultural knowledge is primarily localized^[10]. College students lacking localized education may find it challenging to adapt to the diverse social existence of the countryside itself and develop a truly deep understanding of it. Therefore, universities should provide localized education for college students based on rural realities.

To conduct effective localized teaching, teachers should actively integrate rural education resources. Teachers can achieve this by exploring and organizing local chronicles, historical documents, conducting field visits, and utilizing other methods to integrate various aspects of local rural culture, such as traditional crafts, folklore, local operas, historical relics, and more. The rational utilization of such resources can provide rich and authentic learning materials for college students, helping them better understand and experience the countryside. Based on the integration of rural education resources, a series of courses with local characteristics will be offered. Courses on rural history, culture, and customs, for instance, provide students with an opportunity to deeply appreciate the distinctive allure of rural culture. These courses also cultivate students' cognition and understanding of the local rural society, enabling them to integrate smoothly when they visit villages in person. Agricultural science and technology courses are also essential. These courses introduce students to local agricultural characteristics, such as characteristic agriculture and animal husbandry, traditional handicraft skills inheritance, and ecological environment features. Through these courses, students are helped to master modern agricultural science and technology knowledge and grasp the concept of sustainable development.

In addition to classroom learning, organizing rural practice research and field studies is also an indispensable part of localized education. Only through practical activities can college students truly appreciate the diversity and differences of rural customs and improve their ability to adapt to the actual rural environment. In terms of practical research, the research objectives should be clarified based on the course content and the actual needs of the countryside, and methodological training should be provided for students participating in the research. Through various methods such as household interviews, questionnaire surveys, and field observations, students collect first-hand information by visiting households. Special attention should be paid to the interaction with rural residents during the research process to deeply understand their needs, expectations, and concerns, helping college students deeply understand the development of the countryside. Field studies provide college students with the opportunity to combine theoretical knowledge with practical applications. Under the guidance of professional teachers, college students need to go deep into the fields and directly participate in agricultural production activities. The immersive learning method will enable students to deeply understand the complexity and challenges of agricultural production, cultivate their practical skills, and problem-solving abilities. In addition, by visiting historical relics, experiencing folk culture, and communicating with local artisans, college students can gain a more intuitive understanding of rural history and culture. Throughout the process, college students are encouraged to establish positive interactions with local villagers and cultivate their feelings for the countryside.

4.3. Collaborative education between schools and rural areas, empowering local practices

To cultivate college students' rural sentiment, theoretical learning and a few fragmented social practices are not enough. Instilling rural sentiment deeply in students' hearts is essential, so that they

may genuinely choose to return to and revitalize the countryside, committing to stay there for a long time. To achieve this, it is necessary to cultivate students' hardworking spirit and ability to return to their hometown for entrepreneurship and employment, thereby effectively enhancing their strength and confidence. Therefore, universities should strengthen linkage with villages by establishing practical teaching bases in villages and building entrepreneurship incubation platforms to promote the in-depth development of long-term and systematic rural practical activities for college students. Allow students to exercise themselves in rural practice and "develop new qualities"^[11].

Based on in-depth research, universities should establish long-term stable practical teaching bases with representative and potential villages. Relying on practical teaching bases, universities can organize students to carry out systematic and standardized rural practical projects. Such projects should be designed around clear practical goals, not only aligning with students' professional characteristics but also closely matching the development needs of villages. By focusing on agricultural scientific and technological innovation, rural cultural inheritance, ecological environmental protection, and other pertinent fields, practical projects can effectively contribute to rural development and strengthen students' capacity to serve the countryside. Meanwhile, universities should establish a robust practical guidance mechanism to ensure the quality and effectiveness of practical projects, arranging a team of experienced teachers and rural mentors knowledgeable about the rural situation. This guidance team will be involved in students' practical activities from beginning to end, providing consistent guidance, supervision, and evaluation. Universities should also strengthen the summary, display, and communication of college students' rural practice achievements. By regularly holding practice achievement exhibitions or presentations, a platform is provided for students to showcase themselves and exchange experiences, promoting experience exchange and resource sharing. Students' practical achievements can also be organized into a database or case collection. This compilation allows other students to reference and learn, thus forming a good interaction and inheritance mechanism among the student population.

Universities should actively communicate and cooperate with local governments, rural communities, related enterprises, and other multi-stakeholders to jointly build an innovation and entrepreneurship incubation platform. This platform provides students with opportunities to transform theoretical knowledge into practical applications, allowing them to experience the great cause of rural revitalization and the realization of self-worth through practical actions. Utilizing existing resources, such as university innovation and entrepreneurship spaces, villages and universities can collaborate to establish an entrepreneurship incubation space. This incubation space will provide students with necessary support, including office space, facilities, equipment, and resource sharing. Such an environmental configuration not only helps stimulate students' innovative thinking and entrepreneurial enthusiasm but also provides strong hardware support for their project development, team collaboration, and market docking, reducing entrepreneurial thresholds and risks. To lower students' entrepreneurial thresholds and risks, universities can also establish a special entrepreneurial grant to support students' rural innovation and entrepreneurship projects, providing partial start-up funds, risk guarantees, and other support. At the same time, universities can invite successful rural entrepreneurs, entrepreneurs, industry experts, and other entrepreneurial mentors to engage with students. Through lectures, workshops, team counseling, and other methods, these mentors can provide comprehensive entrepreneurial guidance to students, assisting them in finding their positioning, avoiding risks, achieving breakthroughs, and maintaining confidence upon entering rural society.

5. Summary

" The most challenging and arduous tasks we face in building a modern socialist China in all respects remain in our rural areas. "^[12]Rural emotion education is a booster for rural revitalization, which can cultivate individuals' deep emotions for their hometown and mobilize social members' enthusiasm to participate in rural construction. Rural emotion is an important spiritual driving force

that attracts college students to return to their hometowns. Carrying out rural emotion education for college students is not only important for remodeling college students' emotions and responsibilities towards their villages, but it can also influence their employment concepts. By changing employment concepts, such education can help address the imbalance of urban and rural employment positions, guide college students to return to their hometowns for employment and entrepreneurship, promote the return of talents to villages, and contribute to the revitalization of rural talents. However, in the VUCA era, rural emotion education in universities faces difficulties such as the dilution of college students' rural emotions, the lack of rural characteristic courses, and poor cooperation between universities and villages. Therefore, universities should strengthen cooperation and resource sharing between themselves and villages through multi-channel ideological and political guidance, aiming to carry out practical teaching that is combined with rural reality. Additionally, universities should utilize various means to conduct targeted rural emotion education. This will enhance college students' sense of belonging and responsibility to the countryside, deepening their understanding of the importance and urgency of rural revitalization. This understanding will then scientifically guide their career choices, encouraging them to actively participate in the upsurge of returning home for innovation and entrepreneurship. In this way, we can cultivate a talent team that understands agriculture, loves the countryside, and cares for farmers, injecting fresh blood and vitality into the rural revitalization cause.

Reference

- [1] Xi Jinping stresses building Chinese free trade port with global influence. *People's Daily*, 2022-04-14.
- [2] Zhang Nanxing, Wang Xinfeng. The Situation of the Development of Higher Education in the VUCA Era [J]. *China Higher Education Research*, 2022 (09): 83-87.
- [3] The CPC Central Committee and The State Council issued the Strategic Plan for Rural Revitalization (2018-2022) [N]. *People's Daily*, 2018-09-27.
- [4] Zhang Xiaoshi. Research on the countermeasures of college students to help rural revitalization [J]. *Agricultural economy*, 2023 (10): 124-126.
- [5] Notice of the Ministry of Agriculture and Rural Affairs on Vigorously Implementing the Action to Promote Rural Employment and Entrepreneurship, Ministry of Agriculture and Rural Affairs, 2018-04-24.
- [6] Marx, Engels. *The Complete Works of Marx and Engels (Vol. 30)* [M]. Beijing: People's Press, 1995:40.
- [7] Xi Jinping. Youth should Consciously practice Core Socialist Values. *People's Daily*, 2014-05-05.
- [8] Xi Jinping. On the Party's Propaganda and ideological work [M]. Beijing: Central Academic Press, 2020:277.
- [9] Xi Jinping. Ideological and Political Course is the key course to implement the fundamental task of Cultivating Education, *Seeking Truth*, 2020 (17).
- [10] Wen Tiejun. "Knowledge of agriculture, love of the countryside, love of farmers" and "de-elitist" educational innovation ". Wen Tiejun, Liang Shaoxiong, Liu Liang. *Rural construction Notes: Dialogue of Life between New Youth and Village*. Beijing: Oriental Press, 2020:10-12.
- [11] Marx, and Engels. *The Complete Works of Marx and Engels (Vol. 23)* [M]. Beijing: People's Press, 1972:487.
- [12] "Xi Jinping. Hold high the great banner of Socialism with Chinese Characteristics and strive to build a modern socialist country in an all respects. *People's Daily*, 2022-10-26.