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ОЦІНОЧНЕ ДОСЛІДЖЕННЯ ТРЬОХ НАПРЯМКІВ НАВЧАННЯ В МІСТІ ЦЗІАНЬ (КИТАЙ)

Анотація. *Стаття описує результати оціночного дослідження тринаправленого навчання в місті Цзіань у Китаї (термін "тринаправленість" означає цільовий набір, цільове навчання та цільове працевлаштування). Китай зробив важливі кроки для стратегії відродження сільських територій, уточнивши, що в майбутньому має бути сприяння роботі сільського господарства, сільських територій та фермерів відповідно до загальних вимог процвітаючих галузей, придатної для життя екології, цивілізованої сільської культури, ефективного управління та заможного життя. Наголошується, що майбутнє сільських територій - це всебічне відродження промисловості, талантів, культури, екології та організацій. І тому розбудова сільських регіонів не може бути відокремлена від талантів. У доповіді 19-го Національного конгресу Китаю вперше було запропоновано реалізацію стратегії відродження сільської місцевості: пропонується культивувати і розвивати "три сільські" робочі команди, які розуміють сільське господарство, люблять сільську місцевість і фермерство. Талановиті фахівці з просування сільськогосподарських технологій на місцях, як важлива складова "трьох сільських" робочих груп, є важливою силою у досягненні всебічного відродження сільських територій. Стратегія відродження сільських територій і поглиблення підготовки низових агротехнічних кадрів є важливим заходом для досягнення модернізації сільського господарства та покращення якості життя фермерів. Ця стаття має на меті оцінити доцільність постійного поглиблення підготовки "тринаправлених" технічних фахівців сільського господарства низової ланки та забезпечити основу для формування відповідної політики у сфері освіти.*

Ключові слова: *тринаправленість; технічні фахівці сільського господарства, кадровий розподіл; навчання у сільській місцевості; Китай, освіта.*

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EVALUATION STUDY ON THE THREE DIRECTIONAL TRAINING IN JI'AN CITY OF CHINA

Abstract. *The meaning of "three directional" refers to targeted enrollment, targeted training, and targeted employment. The report of the 19th National Congress of China first proposed the implementation of the rural revitalization strategy. Subsequently, it made important arrangements for the rural revitalization strategy, clarifying that in the future, we should promote the work of agriculture, rural areas, and farmers by the overall requirements of prosperous industries, livable ecology, civilized rural culture, effective governance, and prosperous living. The future of rural areas is the comprehensive revitalization of industries, talents, culture, ecology, and organizations. The construction of rural regions cannot be separated from talents. The 19th National Congress report proposes cultivating and cultivating a "three rural" work team that understands agriculture, loves rural areas, and farmers. Grassroots agricultural technology promotion talents (referred to as grassroots agricultural technology personnel), as an important component of the "three rural" work team, are an important force in achieving comprehensive rural revitalization. In the rural revitalization strategy, deepening the cultivation of grassroots agricultural technicians is essential to achieve agricultural modernization and improve the farmers' quality of life. This research report aims to evaluate the feasibility of continuously deepening the cultivation of "three directional" agricultural grassroots agricultural technicians and provide a basis for relevant policy formulation education and training.*

Keywords: *three-directional approach; grassroots agricultural technicians, staffing; rural education; China, education.*

Introduction. This paper focuses on the "three directional" students recruited by Jiangxi Jing-gang-shan Applied Science and Technology School (Ji'an Agricultural School) for junior high school graduates in the city since 2009. By analyzing the enrollment situation, employment positions, social value creation, graduate stability, dedication, and contribution value, we comprehensively present the bottleneck problem of training

work. We compare different regions, majors, and positions, and compare data from 2009 to 2023, to more comprehensively analyze and study the prominent problems of the "three directional" training in the unified enrollment, and provide opinions and suggestions for relevant government departments and schools to focus on the next development.

The report is based on the "rural revitalization" background where agricultural talents are indispensable. We have conducted a comprehensive investigation into the "three directional" agriculture cultivation in Ji'an City over the years, and now conduct an in-depth evaluation and research on its feasibility. The feasibility of such research needs to consider multiple aspects, including policy support, educational resources, training mechanisms, incentive measures, and other factors. When formulating a research plan, it is necessary to comprehensively consider practical conditions and needs, and evaluate them in conjunction with various resources to ensure that feasibility studies can effectively promote the training of grassroots agricultural technicians.

Problem statement. Each country has its educational philosophy and economic perspective on developing agriculture and rural areas, which are proposed in legislative and regulatory documents. In recent years, China has also formulated a series of documents on rural economic development and introduced educational measures related to agricultural development, providing essential reference for schools at all levels to comprehensively strengthen and improve agriculture-related professional education. This article starts with the "targeted training" model of agriculture in a small city, analyzes the social effects of a school training grassroots agricultural technicians, and points out the direction and feasible ways of cultivating agricultural-related professionals to achieve sustainable agricultural development better. China is an economic powerhouse belonging to the "developing countries." Therefore, any research and analysis on the current situation of agricultural-related professional talent cultivation in China will undoubtedly provide an adequate theoretical research foundation for rural economic reform and development in "developing countries."

Analysis of recent publications. Li Yuan and Song Jianqun [2] mentioned that vocational colleges prioritize cultivating innovative talents with technical skills for local economic development. Therefore, in rural revitalization, the demand for creative talent cultivation in grassroots agricultural development should guide the development of agriculture and the rural economy. To achieve the above goals, the research team combined the current situation of talent cultivation in the agricultural specialty group of Leshan Vocational and Technical College, elaborated on the era background of grassroots agricultural innovation talent cultivation under the rural revitalization strategy, analyzed the problems existing in the cultivation of grassroots agricultural innovation talents in vocational colleges, and discussed the cultivation strategies of vocational colleges for grassroots agricultural innovation talents, creating favorable conditions for improving the quality of grassroots agricultural innovation talent cultivation. The results indicate that this talent cultivation strategy has broken through the bottleneck of talent cultivation in vocational colleges and is conducive to cultivating outstanding agricultural science talents with high professional knowledge levels, strong practical ability, and high ideological consciousness, which can be retained, utilized, and done well in rural areas.

Liu Chengcheng [3] elaborated on the background and purpose of agricultural informatization development, analyzed the main problems in the farm informatization development in China, put forward specific suggestions to promote agricultural informatization development suitable for China's national conditions, and looked forward to the future development of agrarian informatization. Agricultural informatization has played a significant role in promoting the optimization of agricultural development, strengthening the integration of agriculture and information technology, and providing high-quality agricultural information services. It can introduce fresh vitality and energy to the high-quality development of modern agriculture in China.

Li Min [1] mentioned the need to thoroughly implement the spirit of the 20th National Congress of the Communist Party of China and the National People's Congress, fully implement the requirements of the Central Rural Work Conference and the Provincial Party Committee Rural Work Conference, and solidly promote the modernization of agriculture and rural areas. Qin Jie [4] proposed that the most arduous and arduous task in the new journey of the Chinese path to modernization is still in the countryside. The 2023 Chinese government work report proposes stabilizing grain production and promoting rural revitalization. Tang Sisi [6] mentioned that it is of great significance to deeply understand the construction of an agricultural strong city, scientifically determine the overall goal of building an agricultural strong city, and effectively ensure the stable and safe supply of food and important agricultural products. Vigorously promote the development of rural industries and accelerate the construction of livable, business-friendly, and beautiful rural areas. Implement rural construction actions, improve rural governance level, adhere to promoting rural revitalization through deepening rural reform, and solve bottleneck problems. Wang Xiaohong [7] mentioned that agricultural majors in vocational colleges are undoubtedly an important output base for talent resources in the construction of new rural areas and the main force serving rural revitalization. This article explores the innovation of the training mode for agricultural professionals from the perspective of the modern apprenticeship system, and puts forward the following suggestions: firstly, strengthen institutional guarantees; Secondly, strengthen

organizational management; Thirdly, firmly establish the awareness of "dual subjects"; The fourth is to build a "dual teacher" teaching team; Fifth, attach importance to students' internship practice; Sixth, reset the evaluation mechanism.

Zhao Yongmei [10] mentioned that agriculture is the foundation for a prosperous economy, enriching the country and the people and maintaining social stability. Addressing the issues related to agriculture, rural areas, and farmers is considered the primary concern and an essential direction for rural development: to develop local characteristics according to local characteristics, make local industries bigger and stronger, develop rural tourism in combination with regional characteristics, and create a new format of "Internet plus" industry with the trend of the Internet to realize the prosperity of rural sectors and promote farmers' income. The article summarizes the successful experiences of practice and exploration in various regions, providing a reference for further implementing the rural revitalization strategy and developing the rural economy. According to Xinhua News Agency reporters [8], promoting agricultural modernization is an inevitable requirement for achieving high-quality development. We must strictly abide by the red line of arable land, stabilize the planting area of grain, strengthen the construction of high-standard farmland, and effectively ensure the stable and safe supply of grain and essential agricultural products.

Yang Qiaomei and Tan Guanxiong [9] summarize, analyze, and discuss existing research results from the perspective of targeted training for grassroots agricultural technology special post students under the rural revitalization strategy at home and abroad. The aim is to propose directions for the targeted training model for grassroots agricultural technology special post students and to propose that the teaching reform of agricultural vocational colleges should adhere to the guidance of cultivating grassroots agricultural technology talents, add agricultural technology promotion-related courses, focus on efficient ecological classroom construction, consolidate the basic knowledge of agricultural technology promotion talents, improve the educational level and skills of existing agricultural technology personnel, enhance the comprehensive quality of talents, and promote the implementation of the rural revitalization strategy. Ren Changqing [5] (Institute of Rural Development, Chinese Academy of Social Sciences) mentioned that China's agricultural and rural modernization has made significant progress. Thanks to the integration, farmers took the entire rural reform process, adhering to the direction of market-oriented reform, implementing integrated urban-rural development, relying on technology to promote modernization, and expanding rural construction and public services.

In summary, research on the cultivation and employment development of college students majoring in agriculture is mainly limited to the study of one element. Scholars have explored the training mode and problems of grassroots agricultural technical personnel from economic policy perspectives and science and technology and presented practical and successful experiences in solving rural economic bottlenecks. Previous research has explored chiefly the informatization of modern agriculture, the construction of characteristic agriculture, and the acceleration of agricultural and rural modernization. There has been no research and discussion on how 5-year agricultural students (starting from junior high school) can gradually become agricultural technicians supporting rural development through the "three directional" training. This study can encourage universities (vocational education) to explore and improve the training plans for agricultural-related majors actively.

The purpose of the article. This study aims to evaluate the practical effects of the "three directions" in cultivating grassroots agricultural technicians and provide an objective basis for continuously deepening rural economic development and reform, formulating agricultural-related policies, and educating and training agricultural technicians.

Methods. This article combines qualitative and quantitative research methods, including literature analysis, questionnaire survey, interview method, case analysis method, comparative experiment method, and empirical research method. Firstly, the problems in cultivating grassroots agricultural technicians through the "three-directional" approach in Ji'an City were summarized based on literature analysis and practical research. Afterwards, the primary research content was presented. Research subjects: Agricultural "three directional" students from various counties (cities, districts) in Ji'an City. Data explanation: The data is sourced from the Ji'an Municipal Government Office, Municipal Recruitment Office, School Academic Affairs Department, and Enrollment and Employment Department. Secondly, we will deepen the cultivation of grassroots agricultural technicians through the "three-directional" approach in agriculture. We will use questionnaire surveys, individual interviews, and case analysis to analyze the effectiveness of the training work, clarify the current development status of the "three directional" cultivation of grassroots agricultural technicians in Ji'an City, and, on this basis, summarize the bottleneck problems in the training of grassroots agricultural technicians through the "three directional" approach in agriculture. We will also use mathematical and statistical methods to measure and evaluate the effects of grassroots agricultural technicians' "three-directional" cultivation in agriculture on students' preparation quality and employment. Finally, the research results of the topic were summarized through induction, and a research paper was output-based on the corresponding questions.

Results

The overall effectiveness of agricultural "three directional" training work

1. Cultivate technical talents to serve agriculture, rural areas, and farmers. Since 2009, we have carried out 15 years of agricultural "three directional" training work, recruiting a total of 681 students (see Table 1), including 609 graduates (see Table 2) and 72 students trained on campus (as shown in Figure 1, see Table 3).

Table 1.

Statistical table of the number of agricultural "three directional" enrollment in each county (city, district)

Year / County (city, district)	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
AN'FU	3	9	8	12	11	8	5	2	2	5	0	0	0	0	0
JI'AN	5	5	18	4	12	6	3	7	0	0	0	3	0	0	0
JI'Shui	8	12	18	2	14	12	0	1	0	3	0	0	0	0	4
JI'Zhou	0	0	0	2	5	5	0	1	0	1	2	0	0	0	0
Jing-gang-shan	3	5	4	5	6	5	2	0	0	0	0	0	0	0	0
Qing'yuan	4	5	9	3	7	3	3	2	0	0	0	0	0	0	0
Shui'chuan	5	5	20	2	12	3	3	2	5	0	0	4	0	0	0
Tai'He	7	7	10	4	13	2	2	2	5	8	6	0	0	0	8
Wan'An	3	4	5	5	12	6	2	1	0	0	0	3	2	0	0
Xia'Jia	5	3	2	4	7	11	2	0	0	0	0	0	0	0	3
Xin'Gan	3	3	4	3	5	0	1	3	2	2	4	1	2	1	2
Yong'Feng	12	5	10	7	11	6	0	4	2	0	8	8	8	0	8
Yong'Xin	3	6	9	3	14	13	6	7	0	0	0	0	3	0	0

Source: own resource.

Table 2.

Statistical table of the number of graduates from the "three directional" agricultural programs in each county (city, district)

Year / County (city, district)	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
AN'FU	3	9	8	12	11	8	5	0	0	2	2	5
JI'AN	5	5	18	4	12	6	3	0	0	7	0	0
JI'Shui	8	12	18	2	14	12	0	0	0	1	0	3
JI'Zhou	0	0	0	2	5	5	0	0	0	1	0	1
Jing-gang-shan	3	5	4	5	6	5	2	0	0	0	0	0
Qing'yuan	4	6	9	3	7	3	3	0	0	2	0	0
Shui'chuan	5	5	20	2	12	3	3	0	0	2	5	0
Tai'He	7	7	10	4	13	2	2	0	0	2	5	8
Wan'An	3	4	5	5	12	6	2	0	0	1	0	0
Xia'Jia	5	3	2	4	7	11	2	0	0	0	0	0
Xin'Gan	3	3	4	3	5	0	1	0	0	3	2	2
Yong'Feng	12	5	10	7	11	6	0	0	0	4	2	0
Yong'Xin	3	6	9	3	14	13	6	0	0	7	0	0

Source: own resource

Table 3.

Statistical table of the number of students enrolled in the "Three Directions" of agriculture in each county (city, district)

Year / County (city, district)	2019	2020	2021	2022	2023	Subtotal
AN'FU	0	0	0	0	0	0
JI'AN	0	3	0	0	0	3
JI'Shui	0	0	0	0	4	4
JI'Zhou	2	0	0	0	0	2
Jing-gang-shan	0	0	0	0	0	0
Qing'yuan	0	0	0	0	0	0
Shui'chuan	0	4	0	0	0	4
Tai'He	6	0	0	0	0	6
Wan'An	0	3	2	0	0	5
Xia'Jia	0	0	0	0	3	3
Xin'Gan	4	1	2	1	2	10
Yong'Feng	8	8	8	0	8	32
Yong'Xin	0	0	3	0	0	3
Total	20	19	15	1	17	72

Source: own resource.

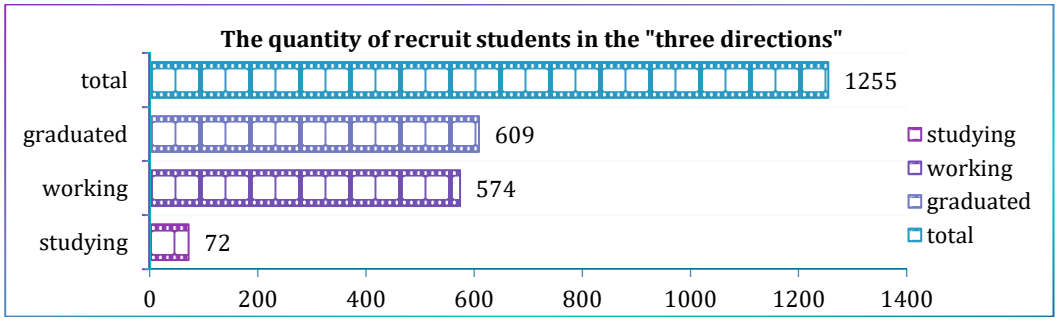

Figure 1

A group has been trained to assist in rural revitalization and serve agriculture, rural areas, and farmers; 574 people are working on duty (see Table 4 for details) and contribute to the social and economic development of Ji'an in different positions.

Table 4.

Survey on the Work Situation of Agricultural Graduates with Three Directions from 2012 to 2022

No.	County (city, district)	Number of Township Workers							Number of employees in the bureau				Total
		Government Affairs Center		Law -Enforcement - Brigade	Tipstaff			Deputy	agricultural -bureau	agricultural -bureau (Secondment)	other-bureau	other-bureau (Secondment)	
		Specialized - technical	Management		clerk	civil -servant	Else						
1	AN'FU	11	18	3	0	0	9	5	6	3	0	3	58
2	JI'AN	36	0	3	0	0	8	0	0	10	1	1	59
3	JI'Shui	37	0	11	1	5	2	0	3	0	2	2	63
4	JI'Zhou	3	1	2	3	0	5	0	2	0	0	4	20
5	Jing-gang-shan	9	1	4	0	1	0	1	10	0	1	2	29
6	Qing'yuan	15	0	1	2	0	8	0	5	3	0	0	34
7	Shui'chuan	29	0	0	1	0	13	0	2	8	1	1	55
8	Tai'He	21	0	8	0	1	7	0	0	4	0	5	46
9	Wan'An	17	0	1	1	1	10	0	2	3	3	0	38
10	Xia'Jia	23	0	2	0	0	4	0	0	2	0	1	32
11	Xin'Gan	14	0	3	0	2	2	1	0	3	0	0	25
12	Yong'Feng	25	1	4	0	3	11	4	4	4	0	0	56
13	Yong'Xin	22	1	10	0	1	12	0	2	4	5	2	59
	Total	262	22	52	8	14	91	11	36	44	13	21	574

Source: own resource.

Graduates from the "Three Directions" program have high quality and strong abilities.

The main reasons for the high quality and strong abilities of agricultural "three directional" students are:

*(1) High quality of students***.** Over the years, the scores of "three directional" students have been above the high school admission score line, even exceeding the local high school admission score line by more than 300 points. In the past nine years, the average score of agricultural "three directional" enrollment accounts for a significant upward trend in the total score (Fig. 2, Table 5).

(2) High cultivation standards. During the school training period, it is not only required to cultivate students' skills, but also to pay more attention to cultivating their spirit of being a good person, dedicated, and hardworking; Adopting a combination of small and large major training, classroom, and extracurricular training, daytime and nighttime training, workday and rest day training, on campus and off campus training, and school and family training.

*(3) High level of cultivation***.** Before the 2015 grade, it was trained as a three-year vocational school, and the vast majority of students participated in correspondence colleges, self-study colleges, or distance colleges; After the 2016 grade, the "3+2" long-term education system will be adopted for joint vocational and secondary education.

(4) High quality cultivation. The vast majority of students have received training in different student organizations and positions during their school years; Students participating in agricultural base labor and "three self" labor often involve "white+black", "5+2", or even "semester+winter/summer vacation".

Through various forms of school training, students have mastered multiple skills and become optimistic, polite, diligent, hardworking, and hardworking young people; At graduation, nearly 98% of students

obtained both associate degree certificates and skill level certificates, and nearly 75% of students obtained various levels and types of honor certificates (Fig. 3, Table 6).

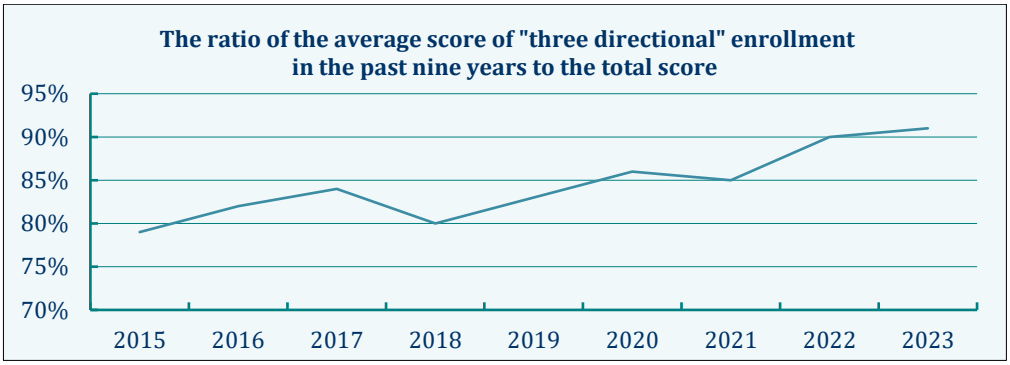

Figure 2

Table 5.

Detailed table of the ratio of the average score of "three directional" enrollment in the past nine years to the total score

No.	year	Average score	Exam scores	percentage of exam scores
1	2015	610.5	770	79%
2	2016	634.2	770	82%
3	2017	643.2	770	84%
4	2018	634.6	790	80%
5	2019	653.9	790	83%
6	2020	690.6	800	86%
7	2021	703	830	85%
8	2022	750	830	90%
9	2023	757.2	830	91%

Source: own resource.

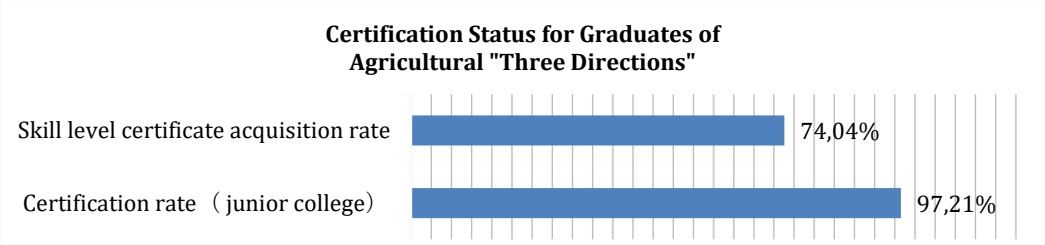

Figure 3

Table 6.

Statistical Table of Certification Status for Graduates of Agricultural "Three Directions" in Each County (City, District)

county (city,district)	graduates	certificate obtained	Certification rate	certificate obtained (junior college)	Certification rate (junior college)	obtained skill level certificates	Skill level certificate acquisition rate
AN'FU	65	64	98.46%	592	97.21%	457	74.04%
JI'AN	60	60	100%				
JI'Shui	70	70	100%				
JI'Zhou	14	14	100%				
Jing-gang-shan	30	30	100%				
Qing'yuan	37	37	100%				
Shui'chuan	57	57	100%				
Tai'He	60	60	100%				
Wan'An	38	38	100%				
Xia'Jia	34	34	100%				
Xin'Gan	26	26	100%				
Yong'Feng	57	56	98.25%				
Yong'Xin	61	61	100%				
Total	609	607	99.74%	592	97.21%	457	74.04%

Source: own resource.

1.3 The employment trend of "three directional" graduates is improving. Graduates have a high employment rate, multiple suitable positions, and high job stability. Over the years, the employment rate of graduates has reached as high as 98%, and there are many suitable work units, such as the Agriculture and Rural Bureau, Fruit Industry Bureau, Agricultural Science and Technology Demonstration Park, Agricultural Machinery Bureau, High standard Office, Construction Unit, Promotion Center, Law Enforcement Brigade, Government Office, Street Office, Immigration Office, Economic Development Office, Human Resources Bureau, Employment Bureau, Social Security Bureau, Tea Bureau, Natural Resources Bureau, Veterans Affairs Bureau, Propaganda Department, United Front Work Department, Service Center, Testing Station, and so on. Specific positions include Agricultural Comprehensive Post, Convenience Service Center Post, Finance Post, Health Post, Social Security and Medical Insurance Post, Party and Government Office Officer, Agriculture and Rural Office Officer, Women's Federation Officer, Land and Resources Officer, and Safety Production Officer、Comprehensive Governance Officer、Rural Revitalization OfficerPersonnel responsible for delegation, administration, and service, publicity, and the founding of the People's Congress (Figure 4, Table 4).

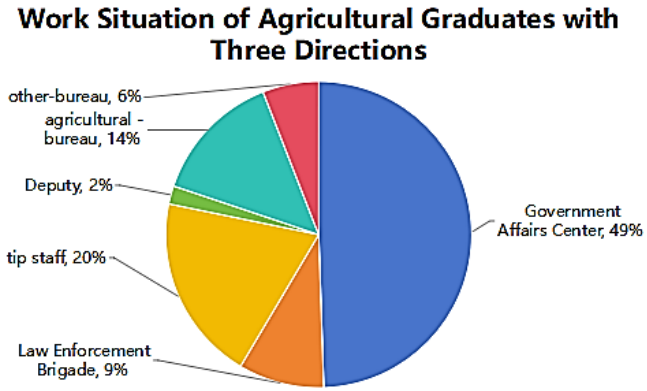

Figure 4

Graduates are generally able to stay, even more so than undergraduate students enrolled in social recruitment, with a stable employment rate of 97.6% (574 employees/609 graduates). Graduates have a high employment rate, multiple suitable positions, and high job stability.

Graduates from the "Three Directions" Program achieved excellent results in practice and responsibility. Graduates generally want to do things, are capable of doing things, and know how to do things, with a relatively high sense of professionalism; After graduation, rush to the front line, work on the front line, and serve on the front line; Not afraid of hardship, not afraid of fatigue, borrowing and transferring 220 people to other departments or positions; At the same time, a group of outstanding graduates emerged, with 11 deputy department level cadres and 14 civil servants (Figure 5, Table 4).

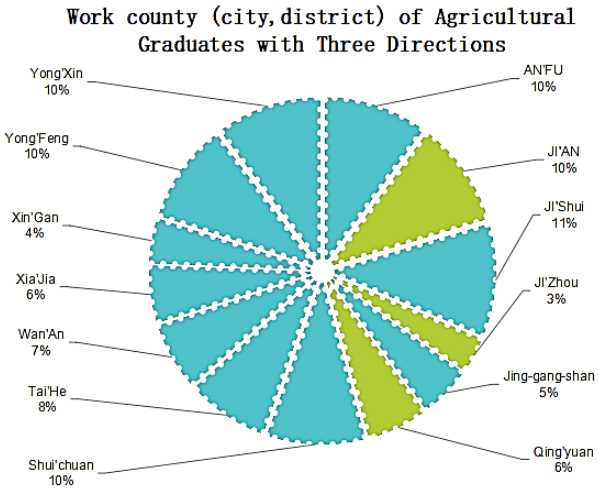

Figure 5

The bottleneck problem of agricultural "three-directional" training work

After 15 years of agricultural "three directional" training work, employers generally recognized graduates and achieved specific work results. However, there have been bottlenecks in the training work due to issues such as institutional reform and staffing shortages. Manifested explicitly in the following aspects:

Serious shortage of student resources. In the past 6 years, the number of students in the city has been below 20 per year, with only 1 person in 2022 (Figure 6, Table 1). The number of students has shown a significant downward trend.

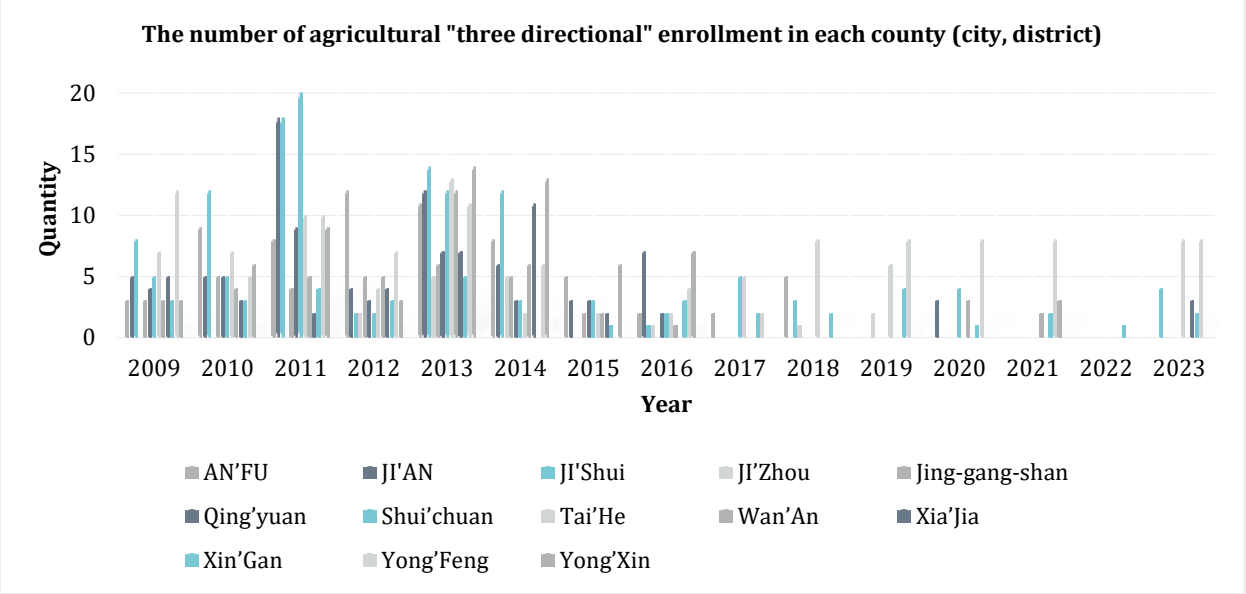

Figure 6

Main reasons:

(1) There is a shortage of planning quotas in various regions;

(2) The three-year junior college agricultural "three directional" training organized by the Provincial Department of Agriculture and Rural Affairs, with students flowing to the provincial department for training;

(3) Each region should retain high-level talents such as undergraduate and master's students in social recruitment.

The professional settings are relatively simple. The main majors offered by the training school include modern agronomy, crop production technology, fruit trees, animal husbandry and veterinary medicine, which are difficult to meet the needs of various talents in various regions.

Main reasons:

(1) There is a serious shortage of students, resulting in difficulty in completing classes in multiple majors;

(2) There is a lack of reserve of teachers for the development of training schools, and there are still shortcomings in experimental and practical training conditions.

The salary for graduate positions is relatively low. Taking the job salary of the 2022 agricultural college graduates as an example, the salary generally fluctuates around ¥3400~3600/month, with low salaries (Table 7), making it difficult to attract high-quality students and ensure a stable employment rate (Figure 7).

Table 7.

Statistical Table of Employment Situation (Job Wages) of 2022 Agricultural Class Graduates in the "Three Directions" Program

No.	Region (County)	Name of targeted unit	post	Internship salary (¥/month)
1	An'Fu	The People's Government	Regular officer	3400
2	An'Fu	The People's Government	Rural Revitalization Officer	3400
3	Shuichuan	The People's Government	Regular officer	3600
4	Shuichuan	The People's Government	Rural Revitalization Officer	3500
5	Tai'He	The People's Government	Regular officer	3600
6	Tai'He	The People's Government	Rural Revitalization Officer	3600
7	Tai'He	The People's Government	Social Security and Medical Insurance	3600
8	Xin'Gan	The People's Government	Regular officer	3400
9	Xin'Gan	The People's Government	Convenience Service Center	3400
10	Yong'Feng	The People's Government	Regular officer	3500
11	Yong'Feng	The People's Government	Convenience Service Center Post	3500

Source: own resource.

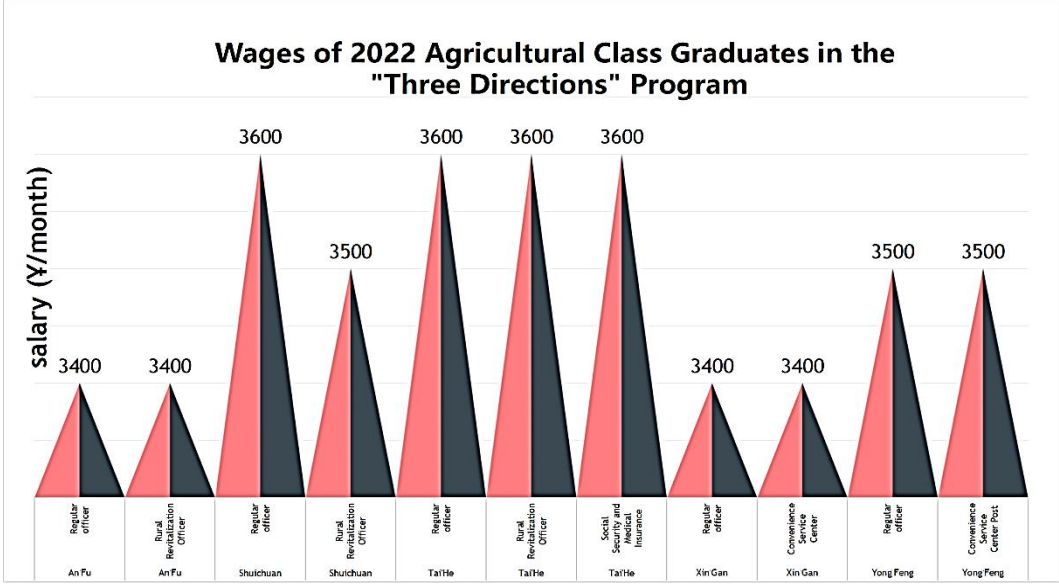

Figure 7

According to 2023 statistics from Chinese institutions, the average annual wage of non-private sector workers in urban areas nationwide is ¥114029, up 6.7 percent from last year and 3.0 percentage points lower than the 2023 growth rate, after adjusting for price, the actual growth rate was 4.6%. The average annual wage of urban private sector employees was ¥65,237, an increase of 3.7 percent over last year, down 5.2 percentage points, and an increase of 1.7% in real terms after adjusting for price. So, relatively speaking, the salary for graduate positions is relatively low.

The necessity of continuously deepening the cultivation of the "three directional" in agriculture

Strengthening the cultivation subject and significantly improving the quality of teaching. After 2016, the "3+2" long-term education system was adopted to train grassroots agricultural technicians in the "three directional" of agriculture, with the main training subjects being Jing-gang-shan Applied Science and Technology School (formerly Ji'an Agricultural School) and Ji'an Vocational and Technical College. Compared with before 2015, the training subjects were only Jing-gang-shan Applied Science and Technology School, and the overall educational and teaching strength of the training subjects was significantly strengthened.

Attracting high-quality students and promoting student development. Compared to the three-year vocational school system before 2015, using the "3+2" long-term education system to train vocational college students is beneficial for attracting more high-quality students and facilitating joint training between vocational and secondary schools. The quality of training will be higher, and graduates will be more suitable for their positions and personal development, better meeting the talent needs of different positions in different regions.

Senior secondary education system to promote agricultural technology training and excellence. After 2016, the "3+2" long-term education system was adopted to train grassroots agricultural technicians in the "three directional" agricultural field. Compared with the three-year vocational education system before 2015, the training period was increased from three years to five years, and the training level was upgraded from vocational education to college. The quality of training was significantly improved, and the ability to serve modern agriculture was stronger.

Benchmarking market supply and demand, useful and sustainable. After 15 years of continuous cultivation, the graduates of the "three directional" in agriculture have shone brightly in their respective positions for 9 consecutive years, which is enough to demonstrate that the grassroots agricultural technicians carefully trained by Jing-gang-shan Applied Science and Technology School in Jiangxi Province are indeed the backbone talents who can be used, retained, adapted to job needs and development.

Excellent quality through hard work, rooted in grassroots agriculture. The "three directional" students in agriculture mainly come from rural areas. They are familiar with the countryside and have feelings for it. They are hardworking and ambitious through years of long-term labor education in school. After graduation, such students have a broad horizon in the countryside. Grassroots work requires comrades familiar with the countryside, love the countryside, and love farmers. They need to be hardworking and rooted in the countryside.

Conclusions. In summary, it is necessary to continuously deepen the cultivation of the "three directional" in agriculture, which is an effective measure to achieve the great rejuvenation of the Chinese nation and the Chinese Dream of building a solid agricultural country. The following suggestions are proposed: (1) Policy support: The current policy needs more support for the grassroots agricultural technicians' training, and

further improvement and implementation of relevant policies are needed. (2) Educational resources: More educational resources are needed, and increasing investment in educational resources in rural areas is necessary. (3) Training mechanism: A sound training mechanism should be established, including various training courses and practical opportunities, to meet the needs of different agricultural technicians. (4) Incentive measures: developing incentive measures, such as reward mechanisms and promotion opportunities, is necessary to enhance agricultural technicians' enthusiasm for work and recognition.

Ensuring the Continuous Deepening of Agricultural "three-directional" Training Work

Deepen and improve awareness of training work. For many years, the "three directional" cultivation work in agriculture has been of great significance for the cultivation and transportation of talents, especially high-quality talent cultivation and transportation, in helping rural revitalization and doing an excellent job in agriculture, rural areas, and farms. We should deepen and improve our understanding of agriculture's "three directional." Firstly, it is recommended that the government increase funding for training grassroots agricultural technicians and introduce more effective policy support measures. Secondly, promoting the balanced development of rural education resources is of utmost importance. That will ensure that agricultural technicians in rural areas receive the same training and education as their urban counterparts, fostering a sense of fairness and equality in our strategies. Thirdly, that approach encourages cooperation between agricultural departments at all levels and professional institutions, establishes diversified training mechanisms, and conducts practical training courses. Fourthly, it is essential to establish diversified incentive measures to stimulate the enthusiasm of agricultural technicians and enhance their work enthusiasm and innovation ability.

Steadily promoting the normalization of training work. Firstly, the county (city, district) government directly coordinates and compiles it to ensure that the number of agricultural "three directional" training personnel reaches the essential target every year. The second is for the county (city, district) education department and training schools to jointly carry out enrollment work, expand enrollment publicity, attract more high-quality students, and join the grassroots agricultural technology team serving rural areas. Thirdly, employers in each county (city, district) should participate in establishing school majors and formulating talent training programs, adopting a "3+2" long-term education system to cultivate technical and skilled talents that are more suitable for local agricultural and rural development. The fourth is to strengthen the use and retraining of graduates trained in the "three directional" agriculture to create more conditions conducive to retaining outstanding graduates. The fifth is to communicate with the Provincial Department of Agriculture and Rural Affairs and transfer the three-year agricultural "three directional" training work organized by the Provincial Department from our city's high school starting point to Ji'an Vocational and Technical College.

Institutionalization of assessment, evaluation, and training work. It is suggested to include the assessment of agricultural "three directional" training work as one of the assessment items for completing crucial work in various city counties (cities, districts) by the municipal government. It can be attempted to indirectly reflect the effectiveness of the work implementation based on the operational ability and competence of the personnel trained in the "three directional" training, for example: (1) Knowledge and skill assessment: involves the theoretical knowledge and practical skills acquired by testers during training. (2) On-site performance evaluation: observing and evaluating the actual work performance of personnel in agricultural environments can provide valuable insights into their abilities. (3) Peer review and feedback: collecting feedback from colleagues, supervisors, and farmers who interact with trained personnel can comprehensively understand their effectiveness. (4) Continuing Professional Development: encouraging continuous learning and professional development and track participation in relevant seminars or continuing education programs. (5) Result-based assessment: assessing the impact of the work of trained personnel on agricultural productivity, sustainability, and community engagement. These approaches help to establish a sound evaluation system for the continuous improvement and development of agricultural grassroots technical personnel, thereby indirectly evaluating the assessment and training work.

Through this research, we have analyzed the overall effectiveness of agricultural "three directional" training work in the past 15 years and the bottleneck problems currently in agricultural "three directional" training work. Feasibility evaluations are mainly conducted based on the aspects of training, such as main body strength, training years, training levels, training quality, student source quality, spiritual motivation, and job adaptability. It is necessary and urgent to deepen the training of grassroots agricultural technicians continuously. In the future, it is hoped that relevant departments can increase policy support based on the survey and research results, promote the training and development of grassroots agricultural technicians, root in rural areas, serve rural areas, and achieve more significant results in promoting rural revitalization strategies.

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