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**| RESEARCH ARTICLE**

## **The Cultivation Path of New Professional Farmers: A Grounded Theory Research Based on Field Data in Western Hunan**

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**| ABSTRACT**

"New type of professional farmers" is a research hotspot in the current "Three Rural Issues" and an important issue in the study of farmers' sustainable development. In order to better provide a clear path analysis for the cultivation of "new professional farmers" in ethnic areas. Using exploratory research to conduct in-depth interviews with 36 farmers participating in the training and management training personnel, based on the grounded theory to theoretically construct the specific content of "new professional farmers training", to answer the new professional farmers in ethnic areas using the Xiangxi region as field data Where to nurture? This will help enhance the confidence in revitalizing peasant talents in rural areas in ethnic areas and then establish a new model for cultivating peasant talents in rural areas.

**| KEYWORDS**

Western Hunan; Emerging Professional Farmers; Grounded Theory

**| ARTICLE INFORMATION**

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### **1. Introduction**

At present, with the advancement of my country's urbanization process, the phenomenon of rural human resource transfer, rural aging, hollowing, left-behind children, and family axis dispersion is increasingly intensified. "Rural revitalization, the key lies in talent". In the cultivation system of high-quality farmers to help rural revitalization, the cultivation of new professional farmers plays an important strategic fulcrum role.

Rural talents are extremely scarce, development momentum is insufficient, the quality of the rural left-behind population needs to be improved, and the rural population structure needs to be optimized urgently.

In view of the current problem, building a new type of professional farmer team that "loves learning, can operate, and is good at management" is the only way for the development of the times, and it is also an important talent measure to promote the process of agricultural modernization under the rural revitalization strategy. In order to implement the spirit of the State Council's "Decision on Further Strengthening Rural Education", the Ministry of Education and the Central Power University implemented the "Farmer College Students Training Program" nationwide in 2004. As the first place for targeted poverty alleviation, Xiangxi Prefecture has undergone rapid changes in the context of rural revitalization. Since the implementation of the work, the Organization Department of the State Party Committee has joined hands with vocational colleges, TVU, finance, education, human resources, social security, poverty alleviation, and other departments to concentrate on human, financial, Material resources, strengthen comprehensive assistance and full service management for students, focus on ability improvement, and set up majors according to the actual development of agricultural industry in Western Hunan, covering rural economic management, rural administrative management, facility agricultural technology, animal husbandry, and veterinary science, law, tea evaluation, and marketing, etc. six majors. Targeted vocational training will be carried out to cultivate new types of professional farmers who lead the way. Looking back at the current rural revitalization background and the training of new professional farmers in ethnic areas, what are its manifestations

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and cultivation models? What are the difficulties and breakthroughs in the cultivation of professional farmers in China's ethnic areas? How to crack? Exploring and seeking solutions is conducive to digging out hidden pain points, improving the effectiveness of vocational training, and helping rural revitalization in ethnic areas.

This paper takes 36 "one village, one big" graduates and training managers enrolled in Xiangxi Vocational and Technical College for Nationalities in Xiangxi Region in 2021 as the research objects and analyzes and studies the survey results through follow-up questionnaires and semi-structured interviews. To further understand the characteristics of the cultivation groups, understand the current situation of cultivation, analyze the restrictive factors and policy needs, clarify the current problems in the cultivation of new-type professional farmers in ethnic areas, and put forward suggestions on building a corresponding support system for the cultivation of new-type professional farmers in ethnic areas, so as to further improve the ethnic areas. Provide a reference for the cultivation policy of new professional farmers in the region to meet the current needs of talents for the modernization of agriculture and rural areas in ethnic areas and to promote the overall revitalization of the countryside.

## **2. Literature Review**

Through the related literature search, it is found that from the perspective of geographical distribution, there are many types of research on high-quality farmers' cultivation measures, typical cases, and models in the northwest, north China, northeast, and other agricultural areas. There is less concern with exploration. In recent years, as the first place for targeted poverty alleviation in Xiangxi Prefecture, the experience of new professional farmers in ethnic areas has very important reference value for other areas. Therefore, the study of farmers' cultivation cases in the ethnic minority areas in western Hunan can enrich the regional perspective of the research on high-quality farmers' cultivation measures and effects.

The research results on "professional farmers" as early as 2012 were mainly on the analysis of the training needs and countermeasures of professional farmers (Xu, 2004). The research results on "new-type farmers" are discussed from the dimensions of the necessity, importance, connotation, mechanism, and model of new-type farmers. For example, to build a new socialist countryside, farmers must be new-type farmers; (Li, 2007). Cultivating new-type farmers' Peasants is the foundation and premise of building a new socialist countryside (Rao, 2008). Rao Kaiyu analyzed the connotation, and constituent elements of new-type farmers; (Wang, 2007), Wang Jinhua and Gao Shan explored the cultivation mechanism of new-type farmers on the basis of analyzing the characteristics and demand changes of new-type farmers; (Guo, 2010). Guo Shuwan and Liu Shuang proposed government-led "agricultural college + agricultural science and technology park" new farmer training model (Zhuang, 2015).

After 2012, the focus of research turned to "new professional farmers". Scholars started from the definition of the concept and discussed the paths, models, and measures of the cultivation of new professional farmers. From "professional farmer" to "new type of farmer" and then to "new type of professional farmer", the "new type" and "professional" are highlighted (Ministry of Agriculture, 2017). Other scholars, on the other hand, cite the relevant expressions in the "13th Five-Year Plan for the Cultivation and Development of National New-type Professional Farmers", arguing that "the new-type professional farmers take agriculture as their occupation, have corresponding professional skills, and their income mainly comes from agriculture. Modern agricultural practitioners who have reached a considerable level of production and management." (Hua, 2015) Emphasizes the basic appearance of the new professional farmers from a solid-state perspective. However, the multi-layered expression patterns and multi-directional cultivation models of the new-type farmers' professionalization are not and cannot be specifically included in the conceptual expression. For example, Hua Fangying proposed to build a multi-dimensional and three-dimensional modern new professional farmer training model; (Gao, 2015). Gao Jie and Wang Qiang started from the problem and analyzed a new training mode for professional farmers characterized by "precise targeting, classified training, and supply on demand" (Gao, 2015). Meng Jianfeng et al. Cultivation objects, precise cultivation programs, precise cultivation management, etc., escort the realization of the rural revitalization strategy. (Meng, 2013) Although the relationship between the cultivation of new types of professional farmers and rural revitalization was discussed, they did not view the cultivation process from a dynamic perspective combined with dialectical thinking.

Based on the theoretical perspective of human resource management and development emphasizes scientific policy intervention in the cultivation of high-quality farmers (Li, 2018), and some scholars have used career planning and vocational testing in the theoretical framework to conduct preliminary research on the possibility of farmers carrying out occupational management. Discuss (Cai, 2009). Many scholars' research on the realization of farmers' professionalization mainly focuses on farmers' vocational education (Ding, 2018). Therefore, the application of career management theory in the cultivation of high-quality farmers is a relatively new and valuable research direction.

To sum up, the current academic research on China's new-type professional farmers is still in its infancy, especially in the minority areas. Most of the ethnic minorities in our country live in remote mountainous areas with relatively poor natural conditions, relatively weak infrastructure, relatively low agricultural efficiency, and weak attraction to foreign talents. The anchor is local

farmers, and the cultural quality, scientific and technological quality, and management quality of local farmers in ethnic mountainous areas are generally low, which makes the training of new professional farmers in ethnic areas with obvious particularity.

Therefore, under the background of the comprehensive implementation of the rural revitalization strategy, it is urgent to clarify theoretically the main factors that affect farmers in ethnic areas to participate in the training of new-type professional farmers and enhance the status of farmers' subjectivity so as to promote the improvement of the training system for new-type professional farmers in ethnic areas. Cultivate more high-quality farmers who lead the rural revitalization in ethnic areas. Based on the new policies and training methods in ethnic minority areas, this research expects to conduct field interviews and follow-ups on the training objects of professional farmers in modern ethnic minority areas. Relying on the framework of grounded theoretical analysis, a new development path for new-type farmer training in higher vocational colleges is constructed. Finally, the theory guides the practice, summarizes the experience for the theoretical research on the "three rural" issues in ethnic areas, and puts forward countermeasures and suggestions on this basis in order to provide theoretical reference for improving the accuracy and effectiveness of the cultivation of new professional farmers in ethnic mountainous areas; In order to promote and improve the completion of the training of new professional farmers in minority areas and promote the development of the regional economy.

### 3. Methodology

#### 3.1 Research Object

This study conducted interviews with 36 farmer trainees in Xiangxi Prefecture in August 2020 as the research object, including farmers trainees participating in training, typical innovation and entrepreneurship, teachers participating in cultivating management, college leaders, etc., in ensuring the diversity of interviewers as much as possible. To fully and comprehensively reflect the current situation of farmers cultivated in Xiangxi Prefecture and strengthen the integrity of the path construction in the follow-up research.

Trainees of the training program for rural college students in Xiangxi Prefecture. The selection of the research objects is (1) ordinary non-job trainees who participated in the training of rural college students; (2) innovation and entrepreneurship experts among the trainees; (3) village and town cadres students; (4) training teachers; (5) leaders of the college and the Human Resources and Social Security Department of Xiangxi Prefecture. The researchers plan to find respondents through snowball sampling. They work in various counties and cities in Xiangxi Prefecture, with villages as the general service target, and are between 20 and 55 years old. They are engaged in rural economic management, rural administrative management, facility agricultural technology, animal husbandry and veterinary medicine, law, tea evaluation, and marketing. Specialized talents as well as education and management talents ( description of respondents' characteristics). Some of them are native farmers from grass-roots villages, some of them have become experts in innovation and entrepreneurship because of their professional expertise, some of them have been selected to take up leadership positions in townships through their own efforts, and some of them come from the level of cultivating teachers of the main body of education, and the other part is in charge of cultivating farmers and college students The leaders of state-directed units and college units of the project. The specific statistics are shown in the following chart:

Table 1 Descriptive statistics of interview samples (N=36)

variable	Frequency	Proportion%
gender		
male	26	72
Female	14	38
age		
under 25	1	3
25-45 years old	27	58
46-46 years old	8	twenty-two
46+	6	17
Working years		
5 years or less	9	25
6-10 years	14	39
11-20 years	9	25
21-30 years	4	11
Education		
junior high school	3	8
high school	4	11
technical secondary school	10	27

college	13	36
Undergraduate and above	8	twenty-two
job title		
student	2	5
Growers, farmers (family farmers)	25	69
Migrant Workers	5	13
Professional skill worker	12	33
Returnees/College	17	47
Graduates/Veterans		
Rural women talents	3	8
Farmer's cooperation set up person	15	41
in charge/backbone		
Leaders/backbone of leading	4	11
enterprises		
Village branch committees	7	19

### **3.2 Research Methods**

This research adopts the research method of grounded theory. As a research method, grounded theory systematically summarizes and extracts the core concepts related to the research subject to construct the theoretical basis. This research combines the grounded theory designed by Strauss and Corbin to construct concepts and theories through data analysis, classification and coding, and key event induction and summary (Rennie, 1998).

### **3.3 Research Process**

First, on the basis of the literature reading, this paper compiles a semi-structured interview outline, focusing on understanding the professional farmers' training curriculum system, training content, farmers' feedback, and the formation process and phenomenon of new professional farmers in privately-funded areas. In the interview, we first introduced ourselves and then explained the purpose and significance of the research. Semi-structured interviews are generally informal interviews with respondents according to the interview outline prepared in advance. The researcher can follow the interview outline. The order is asked item by item, and it can also be adjusted flexibly according to the actual situation of the interview, allowing the interviewee to expand and answer the questions according to the actual situation of the work.

In order to explore the current status and common problems in the cultivation of new professional farmers in ethnic areas, the selection of interview samples is not random. Twenty purposefully selected different genders, different ages, different positions, and different working years in multiple industries to ensure the diversity and representativeness of the sample as much as possible. According to the distribution of trainees in various counties, cities, and regions in the interviews, 36 trainees and participating teachers from Jishou City, Fenghuang County, Longshan County, Baojing County, Huayuan County, Guzhang County, and Yongshun County were selected as the research objects for interviews. . The entire research process is completed in two stages: the first stage will be conducted during August 2021 with interviews with the training participants and management staff of Jishou, Fenghuang, Yongshun and Guzhang; the second stage will be in February 2022. Interviews with trainees and management trainees in Baojing and Longshan areas during the month. The survey was mainly carried out by a combination of semi-structured interviews and material review. We formulated relevant interview outlines based on the characteristics of the cases to understand the understanding, overall evaluation, and views of the trainees and participating staff on the current cultivation of new-type professional farmers in ethnic areas and asked for opinions and suggestions on the next cultivation. The interview time is coordinated according to the time between each person, and each person's time is controlled within 20-30 minutes. At the end of the interview, all interview records were further verified and checked and then coded and sorted as the basic data of this study. Twenty-four copies were randomly selected for theoretical studies, and the remaining 12 copies were tested for theoretical saturation.

## **4. Data Coding and Analysis**

### **4.1 Open Coding**

The grounded theory was used to code all the data content of the 24 interview records, including open coding, spindle coding, and selective coding.

Open coding, this research mainly focuses on the two core themes of "ethnic areas" and "cultivation of new professional farmers". The complete 36 interview materials are classified, labeled, archived, and coded. New concepts are given according to understanding, and the categories and attributes of concepts are understood from them so as to determine the composition of

its dimensions and name according to understanding. Glaser pointed out that in the whole process of using grounded theory, you cannot bring your own subjective opinions and supervisory insights into the research. The entire data analysis process requires a free and open mind to discover the root of the phenomenon, deeply understand the connotation of the concept, and understand the research problem. Only by systematically analyzing the data can make open coding be more effective. (Glaser, 1998) As shown in Table 2:

Table 2 Open coding and category refinement

Excerpts from original sources (sample code)	initial concept code a	Initial category code A
The teaching management of "one village, one big" is based on the 123 open education teaching management model of Hunan TV University (with students' self-learning as the center, the network and various media as the two foundations, and counseling, guidance, and supervision as the three guidance methods) (02)	a1 Counseling, Guiding, Supervision Tutoring Means a2 Forming a teaching management model suitable for "one village, one big" students	A1 Nurturing College establishes an open education management model
In the process of implementation, to adapt to the characteristics of "one village, one big" students, it is carried out in stages, with emphasis and step by step. (03)	a4 Cultivation in stages, with focus and steps	A2 courses are taught in accordance with their aptitude
Face-to-face teaching is the main method, and students are strictly urged to learn independently so that students can adapt to the learning form of TVU's open education as soon as possible and master the necessary learning skills. (08) Basic courses are conducted in the form of lectures, discussions, and exchanges. (09) Course Facilities Practical professional courses adopt a two-in-one model of teaching and practice (10)	a5 strong foundation a6 teaches students how to walk a7 Theoretical knowledge combined with practical experience to discuss, multi-dimensional flexible discussion	A3 face-to-face teaching, strict supervision A4 multi-dimensional teaching Category discussion
Management teachers must be familiar with the open education teaching management business and have the necessary teaching management skills. (11)	a8 teachers are familiar with open education teaching management business; teachers strengthen teaching skills	A5 Strengthening teaching and management skills
Students must master study skills, including basic computer operations, surfing the Internet, and finding study materials. (12) On the basis of requiring students to strengthen independent learning, the students are organized to carry out collaborative learning activities in a planned and organized manner to enhance the effect of students' autonomous learning. (15)	a9 students master a variety of learning information skills a10 Independent collaboration and planned learning a11 supports the students for a walk	A6 Informatization A7 can be independent
The long-term school-running process has enabled us to establish our own relatively complete part-time "teacher talent pool" (18) Graduates have high recognition of the practicality of learning and high satisfaction (19) Students attach great importance to the practicality of learning, and the curriculum needs to be scientifically arranged according to farmers' learning psychology, habits, characteristics, and needs. (twenty-two)	a12 Build a teacher talent pool a13 practicality A14 practical courses are scientifically arranged according to farmers' needs	A8 Specialized Teacher Talent Pool A9 course practical settings
Organize experts to write down-to-earth and practical teaching materials, and gradually add courses such as rural governance, smart agriculture, rural tourism, e-commerce, and agricultural product food safety to ensure that students "learn well and use them well". (26)	a15 teaching resources are inclined A16	A10 Teaching Resources Assisted Cultivation A11 Precision Cultivation

In order to ensure that the students do not miss the agricultural time and combine work and study, Xiangxi Vocational College adopts a combination of face-to-face teaching, practical learning, and online classroom teaching methods and has established 129 teaching and training bases with a full range of categories inside and outside the school, and set up Rural Revitalization Lectures and Entrepreneurship Forums. , expert salons, farmer field schools, etc., and invite government officials, business executives, and entrepreneurial models in the agricultural field to communicate face-to-face with the students. (25)

The traditional concept in rural areas still believes that only agricultural technicians or full-time university graduates can be regarded as talents, and there is insufficient confidence in the "local experts" and "Tian Xiucui" trained by "one village, one big" in rural revitalization, and the talent pool is insufficient. (30)

Graduates generally hope that the school will provide support in agricultural technical guidance, teacher-student exchanges and cooperation, continuing education and training, and alumni group development. According to the characteristics of the agricultural industry in the region, the entrepreneurial needs of students, and the actual work conditions of "three rural areas", Xiangxi Vocational College provides "graduation tracking services" for students and builds an effective support system for students' entrepreneurship, and cultivates a large number of "from small to large". , from weak to strong" is an advanced model of rural hard work to get rich. (33)

The tenth anniversary of the implementation of the training program for rural college students (one village, one large group) has yielded fruitful results. A total of 3,078 rural college students have been recruited across the prefecture. Among the students, 1,992 are from the two main branches of rural villages, accounting for 64% of the total number of students. Based on rural innovation and entrepreneurship, leading villagers out of poverty and becoming rich, becoming the backbone of rural revitalization, a large number of advanced models such as Xiang Xianjin, Zhang Weiyue, and Wang Libin have emerged. (35)

The group is mainly composed of village cadres, and there are not many new business entities such as family farmers, agricultural economic cooperative organization management personnel, and large planting and breeding households urgently needed for rural revitalization. It is necessary to further strengthen publicity and attract talents who are interested in "agriculture, rural areas, and farmers". , a certain number of special recruitment quotas should be set for specific talents in short supply.

Students' age structure, cultural foundation, ideological level, work experience, etc., are different, and they generally leave school for a long time, and their cultural foundation is relatively weak. The new ideas are often difficult, the learning motivation is short-sighted and utilitarian to varying degrees, and the quality of the students is uneven. (16)

"One village, one big" is on-the-job learning, only for the purpose of obtaining a diploma, not for the purpose of learning technical skills, expanding horizons, and improving quality. (19)

a16 classes in various forms  
a17 Vocational Education  
a18 Farmer Field Exchange

Construction of A12 training base  
A13 Internet+  
A14 Farmer Field School

a19 Farmers' self-confidence needs to be strengthened  
A20 local experts and Tian Xiucui have insufficient reserves

A15 Farmer Confidence  
A16 Farmer Approval

a21 Continuing Education System  
a22 Solidarity

A16 Employment assistance  
A17 Entrepreneurship and innovation assistance

Based on innovation and entrepreneurship, a23 emerges advanced models

A18 typical representative of the backbone of rural revitalization

a24 Strengthen publicity  
a25 Insufficient talents for specific shortages

A19 Farmer training trainees have a single structure

A20 Promotion

The quality of a25 students varies

A21 Improve the quality of farmers

a26 Insufficient motivation for farmers to internalize learning

A22 Insufficient internal power of farmers

<p>Fewer professional categories to choose from (04)</p> <p>At present, the enrollment majors are concentrated in six directions, such as rural economic management, rural administrative management, facility agricultural technology, animal husbandry and veterinary medicine, law, tea evaluation, and marketing, etc., of which practical teaching only accounts for 16% of the total credit hours (36)</p> <p>The teaching arrangements that the trainees think need to be improved are mainly to strengthen the construction of practice bases and to open more majors and courses, accounting for 45.72% and 40.67%, respectively. There is still a lot of room for improvement in practice base construction and school-enterprise cooperation. (27)</p> <p>There are still certain limitations in the management of "one village, one big" students. There is no benign closed-loop management system at the three levels of recruiting colleges, competent departments, and territories. The tracking service mechanism after graduation is not in place, and relevant laws and regulations are lagging behind. Professional farmers The qualification access system needs to be improved, and the rural talent market service needs to be improved. (35)</p> <p>Restricted by the current rural land system, household registration management system, and weak industries and infrastructure, there is a big bottleneck in the intensive and large-scale development of agriculture. (33)</p> <p>Actively guide and urge governments at all levels to speed up the improvement of top-level design, and establish a comprehensive and systematic policy support system from the dimensions of organization, system, capital, and assessment. (twenty-one)</p> <p>Improve the education and training mechanism that meets the characteristics and needs of the countryside, integrate the educational resources of colleges and universities, higher vocational colleges, and technical secondary schools with agriculture-related majors, and further optimize the training objects, training content, training methods, teaching staff, and practice bases. A diversified and multi-level training system with agricultural colleges as the main body and farm enterprises as the base will effectively improve the effectiveness of "one village, one big" cultivation. (twenty-four)</p> <p>Give full play to the role of market allocation and the supporting role of social platforms, provide better talent services for the students of "one village, one big", and create more employment and entrepreneurial opportunities (33)</p> <p>Improve the management incentive mechanism of "bringing in + retaining", giving political honor, policy assistance, and career support, selecting and cultivating a group of students who take root in the countryside, serve agriculture, and drive The outstanding grass-roots cadres of farmers, leaders of getting rich, "field experts", "soil professors", etc., let the "one village, one big" students develop career plans and become an inexhaustible source of power for rural revitalization. (twenty-two)</p> <p>Based on the advantages and characteristics of intangible cultural heritage resources in western Hunan, organize the intangible cultural heritage of local ethnic groups and establish cultural self-confidence. Establish an innovative way to promote</p>	<p>a27 optional courses limited</p> <p>Insufficient completion of</p> <p>a28 connection between theory and practice</p> <p>a29 School site, enterprise, and government coordinated assistance</p> <p>a30 management system is not perfect</p> <p>a31 The intensive and large-scale development of agriculture is hindered</p> <p>a32 government-led</p> <p>A33 colleges and universities are supplemented by cultivation</p> <p>a34 market support</p> <p>a35 student career planning and development</p> <p>a36 Local intangible cultural heritage resources</p>	<p>The construction of A23 curriculum system is not perfect</p> <p>A24 course service practice ability is insufficient</p> <p>A25 Deepening the school-enterprise cooperation model</p> <p>A26 Improve mechanism guarantee and provide policy support</p> <p>A27 Deepening rural reform</p> <p>A28 Policy support for new occupational agriculture</p> <p>A29 Cultivation of new professional farmers</p> <p>A30 Talent service support reform of farmers' co-supply side test</p> <p>A32 Career Planning for New Professional Farmers</p> <p>A33 Inheriting national culture and helping rural revitalization</p>
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rural revitalization with the national culture of characteristic agriculture benefiting agriculture, national intangible cultural heritage culture promoting agriculture, and eco-tourism enriching farmers.

The agricultural specialty group of the college has a small scope and is more focused on traditional planting, which is no longer suitable for the requirements of the modern agricultural division of labor. (34)

Strengthen cooperation with family farms, farmers' professional cooperatives, and agricultural enterprises in the region, understand their demand for new types of professional farmers, accelerate the integration of similar majors related to agriculture, and open new agriculture-related majors or professional directions to meet these needs. The demand for new-type agricultural production and management entities for new-type professional farmers. (28)

Due to factors such as topography, economic structure, and location, the agricultural volume and its proportion to the total economic output of the ethnic areas taking Xiangxi as an example, are far lower than those of the main agricultural producing areas in China, but benefit from the unique geographical features and human history. Environment and agricultural products in Xiangxi Prefecture have strong regional characteristics and brand value, so agriculture is of special significance to Xiangxi Prefecture. (31)

Xiangxi Prefecture has carefully formulated the implementation plan for the cultivation of high-quality farmers in the region and implemented the "compiling management" of high-quality farmers so as to achieve the basic establishment of a team that meets the needs of Suzhou's modern agricultural industry, with distinct professional levels, reasonable age structure, leading and practical skills. The goal of a high-quality farmer team with a clear field of practice. (37)

Complex geographical conditions and expensive logistics costs increase budgetary expenses, compress the entrepreneurial space of professional farmers, and reduce their entrepreneurial confidence. (32)

Our own farmers' professional cooperatives are a kind of non-legal non-governmental organization, lacking the necessary organizational cohesion and unable to play their due functions of uniform price, quality, packaging, and sales. As a result, many farmers have become self-produced and self-sold agricultural products. path of. (4)

Professional farmers answered questions such as "the bottom line of market-oriented production", "what are the sales channels for the products they produce", and "the influence of the brand on the products they produce". Most of them are more willing to participate in "marketing technology" Training content on market competition such as "Market Information for Agricultural Products". Little knowledge of "modern computer or mobile communication Internet technology." (22)

Influenced by low literacy, etc., many professional farmers are not emancipated enough and have a strong awareness of small

a37 empowers professional farmers to cultivate

a38 Optimize the structure of agriculture-related professional groups in higher vocational colleges

a39 Improve the degree of fit and connection between the profession and the industry

a40 Implementing the integration of production, learning, and research based on farmers' needs

a41 Discover regional characteristics

a42 highlights brand value

professional vision of farmers in ethnic areas

a44 Weak basic conditions and small scale of operation

a45 Weak organizational capacity of farmers' cooperatives

a46 Self-produced and self-sold circular low-efficiency

a47 Market subject awareness

a48 weak brand management ability

a49 Close-minded, dependent on thinking

A34 Agricultural Modernization Reform

A35 Family Farm  
A36 Modern Agricultural Professional Cooperative

A37 regional, national brand

A38 Cultivation Planning Project

A39 Infrastructure Construction

A40 Optimize organizational management capabilities

A41 Weak Internet + skills

A42 The management capacity of new agricultural entities needs to be improved

A43 "Transfusion-style" dependence



farmers (35). There is an incorrect understanding of capital and organization (9)

Professional farmers have narrow access to information. (5)

a50 narrow information channels

A44 Information Gathering Ability

benefiting farmers has been discounted in the implementation; (14)

a51 policy short board

A45 Policy support

small and micro enterprises radiate less to family farms; (30)

a52 Family farms are not valued

has a biased focus

#### 4.2 Spindle Coding

The function of main axis coding is to find out the commonalities between concepts and to establish bridges between various concept categories, so they can be organically combined. In-depth integration is carried out according to the logical relationship between concepts and categories, as shown in Table 3.

Table 3 Spindle coding analysis

Main Category	Initial Category
New professional farmer training system	On-the-job academic education for new professional farmers, precise vocational training for new professional farmers, and running schools in agriculture-related colleges
legal protection	Vocational Education Law, New Professional Farmers Protection Law
educational model	Multi-channel industry-university-research, school-enterprise cooperation, Internet +, regional characteristic agriculture, agricultural and public field schools, collaborative innovation research center, new professional farmer curriculum resource library construction
Occupational classification	Production and operation type, professional service type, professional skills type
Teachers	Professional technology and general knowledge teacher talent pool construction
Occupational access and grading	Beginner, Intermediate, Advanced
new professional farmer career plan	Build a new national talent system for professional farmers, establish a social security system for professional farmers, incorporate it into the public management service system, support social insurance, and carry out dynamic tracking management
Strategic Support Program and Financial Support	Government financial appropriation and policy support

#### 4.3 Selective Coding

Selective coding is to analyze the relationship between categories to form a comprehensive process. Describe the text data around the core categories, clarify the entire "story line", and form a new substantive theoretical framework related to the theme. The specific steps are: first, determine the content theme of the data, and then describe the main categories, numbers, and dimensions; then, the content of the category is tested, and the concept category is further supplemented and improved. By selecting the core category, the connection between the core category and the secondary category is finally established.

#### 4.4 Theoretical Saturation Test

In order to test the theoretical saturation of the theoretical model for the cultivation of new-type professional farmers in ethnic areas, according to the research paradigm and systematic analysis of grounded theory, this paper determines that "cultivation of new-type professional farmers in ethnic areas" is the core category of selective coding. The "story line" can be summarized as follows: the cultivation of new professional farmers in ethnic areas is mainly based on the resource advantages of ethnic regions, with the new professional farmers' cultivation system as the content and a mechanism model established by relying on the background of the times and information exchange. We tested the theoretical saturation of the remaining 12 interview records

from the textual interview data, coded and analyzed these 12 records according to the previous process, and found that the results of these interview data after full analysis were related to the previous relationship attributes consistent with the conceptual dimension.

## **5. Methods and Enlightenment of Cultivating New Professional Farmers in Minority Areas**

Through open coding and other steps, it is ideal to use grounded theory to analyze the construction effect of the cultivation path of emerging professional farmers in ethnic areas relationship, effectively cooperating, interrelated, and influencing each other. Through in-depth interviews with the peasant students who participated in the training, we explored their understanding of the new type of professional farmers and placed this identity in the scene of rural revitalization and the construction of China's beautiful countryside, trying to grasp the theory of the new type of ethnic area as a whole. Group characteristics of professional farmers. We try to explore the peasant subject consciousness and discourse of a new type of professional farmers in China's ethnic areas, taking Xiangxi as an example, describe and interpret their internal contradictions and tensions, and examine the theoretical connections of these contradictions and tensions, and build a new type of ethnic areas through grounded theory. The cultivation path of professional farmers.

### **5.1 Connotation of the New-type Professional Farmers and Clarification of Farmers**

In the discussion on the connotation of the new type of professional farmers that the three distinctive features should be based on loving agriculture, understanding technology as the core, and good management as the key, in line with modern civilization to improve farmers, advanced technology to arm farmers, and to accelerate the construction of new types of farmers. The professional peasant team makes the peasant identity no longer traditionally backward and becomes a decent occupation that keeps pace with the times. Cultivation of new-type professional farmers is one of the favorable starting points for the upgrading and transformation of vocational education, and becoming a new-type professional farmer with scientific and technological knowledge, mastering modern agricultural production skills, and local feelings is the main position and mission of the new-type professional farmers given by the times. Therefore, only by continuously clarifying the conceptual connotation of the new type of professional farmer and the positioning of farmers' subject position can we promote the steady progress of farmers toward professionalization, scientific production methods, and agricultural modernization.

### **5.2 Diversification of New-type Professional Farmers' Cultivation and Security System**

The diversified development of the new-type professional farmers' cultivation and security system is an organic whole composed of enterprises, governments, society, and individuals. There are still many problems in China's existing new-type professional farmer training system, the responsibilities of relevant institutions are confused, and the few colleges and universities that serve the "three rural" services are weak in agriculture-related majors. Requirements (Ministry of Agriculture, 2017). Therefore, in response to this problem, it is proposed that the new type of professional farmer training system should develop in a diversified way and make overall use of various types of agricultural vocational colleges, agricultural technology promotion centers, scientific research collaboration centers, and other teacher sources, and combine the "government + enterprise + society". The model is applied to the cultivation of new professional farmers, using rural cooperatives, leading enterprises, and other related social enterprises to interact with the government and colleges and universities to form a multi-subject collaborative development cultivation system and play the leading role in the market and establish a scientific, rational and diversified new type of professional farmers. The cultivation system is the direction of future development, and it is also the focus that scholars should pay attention to in the future.

### **5.3 Localization and Regionalization of New-type Professional Farmers**

A combination of regional characteristics and online sales has become an emerging way of modern agricultural development. The construction of the "Internet + characteristic contract agriculture" platform can effectively expand the marketing channels and popularity of agricultural products. Information interconnection and resource sharing have created a new environment for farmers to generate income. Therefore, it is of great significance to give full play to the advantages of the network, promote regional characteristic agriculture with the help of modern information technology platforms, keep up with the pace of the times, and truly realize the modernization of agriculture and rural areas. However, the current rural infrastructure is not perfect, resulting in the incomplete coverage of Internet infrastructure, and the lack of human capital investment has led to a shortage of Internet technical talents. Various factors limit the development of Internet distance education to the future era. Therefore, in the future, it should be more specific and in-depth to explore the role of digital networks on farmers' lifelong education so as to provide reference significance and value for the modern development of new-type professional farmers' training distance education.

## **6. Conclusion**

Ethnic vocational education to serve rural revitalization in academic circles. The research object of this topic is based on the ethnic area of Xiangxi Prefecture and strives to fill this research gap. Taking talent training in vocational colleges as a case, explore A path suitable for local rural area education, economic development, and farmers' income increase. This has certain innovations in the theory of education and teaching and the connection with rural revitalization work.

With the advancement of the rural revitalization strategy and the acceleration of the development of modern agriculture, new challenges and opportunities have been provided for new professional farmers. By studying the new professional farmers in ethnic areas in China, it is found that their hot spots mainly focus on four aspects. Based on the analysis of unique keywords, it is inferred that the future needs to be further developed from the connotation and main position of new professional farmers, cultivating the diversified development of the guarantee system and cultivating the development of local regionalization.

Combined with the research status of new professional farmers and the forms and tasks faced by new rural development, the following suggestions are put forward for future research:

(1) Focus on the key issues of rural vocational education reform in ethnic areas and the shortcomings of new professional farmers' quality and ability, and focus on adult continuing education, agricultural supply-side reform, agricultural and field schools, and other topics.

(2) Strengthen the precise cultivation of new professional farmers. At present, the research in academia is mainly qualitative at the macro level, but the new professional farmers have strong practicality. It is necessary to shift the focus to farmers' training and field classrooms and focus on the research perspective from a specific microscopic angle.

(3) Extend the cultivation model, and build a cultivation mode suitable for ethnic areas in China according to local conditions, from the comprehensive evaluation system of vocational ability planning, enrollment quality improvement, diversified training mode in class, innovation and entrepreneurship support, etc. Cultivating new-type professional farmers has important guiding value. In the future, the new team of new professional farmers will surely develop and mature and contribute its due strength to the realization of China's agricultural and rural modernization and rural revitalization and development.

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