

The Exploration of the Pathways for University Students' "Three Rural Areas" Social Practice Activities in Promoting Rural Revitalization

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Abstract: Since the implementation of the "Three Rural Areas" social practice activities, university students have been committed to providing knowledge support and technical assistance to rural areas, playing a key role in promoting rural revitalization. By combining the knowledge acquired by students with the actual needs of rural areas, the activity has not only driven the economic, cultural, and social development of rural areas but also provided university students with valuable practical experience and cultivated their sense of social responsibility. This paper aims to explore the specific pathways of university students' "Three Rural Areas" social practice activities in rural revitalization, analyzing how it promotes rural development through multi-dimensional interactions such as education, technology, and culture, and proposing sustainable implementation strategies. The research finds that by establishing long-term mechanisms, integrating resources, and strengthening the integration of industry, academia, and research, university students' social practice activities can not only promote rural revitalization but also realize their own value and social impact.

Keywords: University Students; Three Rural Areas; Rural Revitalization; Social Practice Activities; Sustainable Development

Introduction

University students' social practice activities, especially the "Three Rural Areas" activities, have become an important force in implementing the rural revitalization strategy. As a group with rich knowledge reserves and innovative capabilities, university students can directly participate in rural construction, connecting academic knowledge with the actual needs of rural development, providing innovation and intellectual support for rural areas. In the context of rural revitalization, the practical activities of university students have not only promoted rural economic development but also accelerated cultural inheritance and modernization. Researching how university students' social practice contributes to rural revitalization, analyzing its intrinsic motivations and mechanisms, can provide theoretical guidance and practical experience for future social practice activities, further promoting the sustainable development of rural areas. Therefore, exploring effective pathways for university students' "Three Rural Areas" social practice is of significant practical and academic value.

1.The Internal Motivation and Mechanism of University Students' "Three Rural Areas" Social Practice Activities

1.1 Knowledge Transformation and Application in University Students' Social Practice

University students' "Three Rural Areas" social practice activities, as an effective way to combine theoretical knowledge with practical experience, hold significant academic and social value. In this activity, university students closely integrate the professional knowledge learned in the classroom with the actual needs of rural areas, transforming it into specific capabilities to address rural issues. For example, students majoring in agriculture can, through practice, convey modern agricultural technology, pest control knowledge, and ecological agriculture concepts to local farmers, improving agricultural production efficiency and sustainability. Meanwhile, information technology students can assist farmers by building digital platforms and teaching e-commerce skills, helping them expand sales channels and increase the added value of agricultural products. Through this transformation and

application of knowledge, university students not only integrate theory and practice, enhancing their practical skills but also directly contribute to rural economic and social development, driving the transformation and upgrading of rural industries^[1].

Moreover, university students' social practice activities are not limited to the transmission of knowledge but are more of an innovative application process. With the diversification of education and the specialization of curriculum design, university students possess interdisciplinary knowledge, enabling them to provide more diverse support to rural areas. Students can utilize their professional skills to participate in various technological innovations and social services in rural areas, such as promoting the modernization of traditional handicrafts or using advanced technology to improve rural infrastructure. Through these methods, university students not only contribute knowledge but also bring innovative solutions, further promoting the implementation of the rural revitalization strategy.

1.2 Interaction Between Social Responsibility and Rural Revitalization

In the “Three Rural Areas” social practice activities, university students often participate in the rural revitalization process driven by their personal sense of social responsibility. With the changes of the times, university students' sense of social responsibility is no longer limited to personal development but extends to a deep concern for society and rural areas. In the context of rural revitalization, university students, by engaging in various social practice activities, can perceive the actual needs of rural areas, understand the complexity of rural revitalization, and integrate their knowledge and resource advantages with the actual situation of rural areas, bringing valuable support and assistance to rural communities.

By participating in such activities, university students gradually realize their responsibilities and missions as the younger generation. Rural revitalization is not only an economic and cultural task but also a key to achieving social fairness and reducing the urban-rural gap. Through firsthand experience, university students can gain a more intuitive understanding of issues such as rural poverty, lack of education, and inadequate infrastructure, and actively participate in actions to address these issues using the knowledge they have acquired. In the process of rural revitalization, students' sense of responsibility and mission drives their enthusiasm for serving society, making them not just transmitters of knowledge but also bearers of social responsibility. Through this interaction, the students' practical activities complement the actual needs of rural revitalization, promoting the rational allocation of social resources and the endogenous development of rural areas^[2].

1.3 Integration Path of Youth Power and Rural Development

In the multi-dimensional advancement of rural revitalization, university students, as a vibrant and innovative group, demonstrate a strong driving force. Through social practice activities, university students inject advanced ideas and modern technologies into rural areas, changing rural production methods and social structures, and promoting the comprehensive development of rural culture and the ecological environment. The role of the youth group extends beyond technical guidance and cultural dissemination to include innovation in industry development, rural governance, and public services. For instance, university students guide rural areas in developing characteristic industries, promoting the deep integration of agriculture with tourism and culture, thereby driving the diversification of the local economy. Meanwhile, in rural governance, students utilize data analysis and smart technologies to optimize management models and improve administrative efficiency.

University students' social practice activities not only strengthen the interaction between youth power and rural development but also provide sustainable development momentum for rural revitalization. Through these activities, university students accumulate experience and enhance their abilities in solving practical problems, forming a positive interaction with rural development. This interaction is both a path for the personal growth of university students and an intrinsic driving force for rural revitalization. The deep integration of university students with rural areas promotes the bidirectional flow of resources and ideas, injecting continuous innovation momentum into rural revitalization.

2.Core Paths of University Students' "Three Rural Areas" Social Practice Activities to Assist Rural Revitalization

2.1 Education Promotion Path: Knowledge Dissemination and Quality Improvement

The education promotion path of university students' "Three Rural Areas" social practice activities mainly lies in promoting the overall development of the rural population through knowledge dissemination and quality improvement. As the backbone of future society, university students, through their practice in rural schools, communities, and farmland, not only spread scientific and cultural knowledge but also improve the ideological awareness and overall quality of rural residents.

First, the educational activities conducted by university students in rural areas are not only an extension of basic education but also an introduction of more systematic and advanced knowledge to rural areas. For example, in rural primary schools, subject tutoring activities can help students gain a broader knowledge perspective, enhance their learning ability, and improve their thinking methods. In adult training programs, university students teach modern agricultural technologies, digital operations, legal knowledge, and more, helping rural residents gradually form a modern knowledge system. This is not only the transmission of knowledge but also the process of rural society gradually integrating into modern life^[3].

Moreover, university students, by organizing various extracurricular activities and skills training, such as English speaking improvement, basic science experiments, and artistic creation, can stimulate the creativity and learning interest of rural residents, especially the youth. In this process, the bidirectionality of education gradually becomes evident. University students are not only knowledge transmitters but also learners, gaining cross-disciplinary practical experience by deeply engaging with the unique culture and lifestyle of rural areas. This interactive educational model promotes the deep dissemination of knowledge and the comprehensive improvement of quality, providing important human resource support for rural revitalization.

2.2 Technology Support Path: Modern Technology and Productivity Enhancement

Technological innovation is a crucial support for rural revitalization, and university students' "Three Rural Areas" social practice activities inject strong technological power into this process. As pioneers of technological innovation, university students, with their solid professional knowledge and technical abilities, can provide the most advanced technological support to rural areas, assisting the modernization of traditional agriculture and rural industries.

University students, through technology training and technical guidance, popularize modern agricultural technologies and improve agricultural production efficiency. For example, university students can teach precision agriculture techniques and the use of smart agricultural equipment, helping farmers reduce production costs and increase crop yield and quality. Additionally, university students can guide rural areas in optimizing agricultural production management through modern information technologies, such as big data and cloud computing, achieving full-process information management from the field to the market and enhancing productivity and competitiveness.

In terms of technology application, university students, by helping rural enterprises and farmers master digital tools and internet technologies, promote the digital transformation of the rural economy. University students can teach farmers how to use e-commerce platforms, helping agricultural products enter broader markets, expand sales channels, and increase added value. In rural infrastructure construction, university students, by applying green building technologies and energy-saving, environmental protection concepts, not only improve the living environment in rural areas but also promote the sustainable development of the rural economy^[4].

The technology support path closely connects traditional agriculture and rural economy with modern productivity. As technology disseminators and promoters, university students play a significant role. Through the popularization and application of technology, university students not only enhance the technological literacy of rural residents but also provide innovative momentum and practical experience for rural revitalization.

2.3 Cultural Dissemination Path: Cultural Confidence and Rural Social Transformation

Cultural confidence is the core of national revitalization, and rural revitalization also relies on the

inheritance and innovation of culture. University students' "Three Rural Areas" social practice activities, through the dissemination and protection of rural culture, promote social transformation and progress in rural areas. In this process, university students are not only cultural disseminators but also promoters of cultural innovation.

First, through organizing various cultural activities, university students help rural areas enhance their sense of identity and confidence in local culture. For instance, traditional festival activities, local art performances, and rural literature creation organized by university students allow rural residents to feel the charm of local culture, strengthening their respect for and awareness of protecting traditional culture. Meanwhile, through collaboration with rural artisans and folk artists, university students help inherit and innovate traditional skills, promoting the vitality and development of traditional culture in modern society.

Secondly, during cultural dissemination, university students focus on guiding rural residents to establish modern cultural concepts. By organizing cultural lectures, film screenings, and thought exchanges, university students spread modern civilization ideas to rural residents, helping them better integrate into modern society and promoting social progress and transformation in rural areas. Through this cultural dissemination and interaction, the cultural atmosphere of rural society is enhanced, and the values and lifestyles of residents gradually change, injecting strong cultural momentum into rural revitalization.

Additionally, university students, through new media methods such as online platforms, short videos, and live broadcasts, expand the channels for rural cultural dissemination. They utilize internet technologies to introduce rural traditional culture to a broader audience, increasing the social influence of rural culture. This not only brings more cultural attention to rural areas but also provides new business opportunities for the development of rural cultural industries, further promoting the diversification of rural economy and the construction of cultural confidence^[5].

In conclusion, the cultural dissemination path of university students not only helps rural residents strengthen their cultural identity but also promotes profound social transformation in rural areas. Through cultivating cultural confidence, it facilitates the comprehensive implementation of the rural revitalization strategy.

3.Sustainable Development Paths of College Students' "Three Going to the Countryside" Social Practice Activities

3.1 Building Long-Term Mechanisms for Practice Projects

The sustainable development of college students' "Three Going to the Countryside" social practice activities depends not only on short-term investment but also on the establishment of effective long-term mechanisms to ensure their lasting impact. Firstly, establishing a project evaluation mechanism is crucial. Through regular evaluations and feedback at each stage, participants can identify shortcomings and make timely adjustments, thereby improving the quality and efficiency of the practice activities. Evaluation should focus not only on the implementation effectiveness of the activities but also on the feedback from rural residents and the actual impact of the practice activities on the long-term development of rural areas. For example, when implementing agricultural technology promotion, a regular follow-up and evaluation mechanism should be established to understand the actual effect of the technology transfer through feedback data, further optimizing the plan and ensuring that the project can truly generate positive economic benefits and social value in rural areas.

Secondly, the long-term sustainability of practice projects needs to be closely aligned with local government policies and rural development strategies, ensuring the continuity and stability of the activities. College students' social practice is often a temporary intervention by external forces, so the long-term effects of the projects must be consolidated through localized management and resource integration. For example, college students can help rural areas establish a regular training mechanism for agricultural technology promotion and work with local agricultural technical departments to develop relevant long-term training plans, ensuring that agricultural technology is continuously promoted and popularized. Through support from local government policies, financial backing, and the involvement of social organizations, the social practice of college students can not only address short-term practical problems but also promote comprehensive development in education, technology, culture, and other areas, providing sustained momentum for rural revitalization^[6].

3.2 Resource Integration and the Combination of Industry, Academia, and Research

The sustainable development of college students' "Three Going to the Countryside" social practice activities relies on the effective integration of resources and the deep combination of industry, academia, and research. The practice activities should not simply be the output of academic knowledge but must focus on accurately addressing the actual needs of rural areas, achieving a positive interaction between theory and practice. Universities should design research projects that align with the actual needs of rural revitalization and transform their academic advantages into specific technologies or management solutions, offering innovative support for rural revitalization. For example, students and faculty from agricultural universities can develop agricultural technology plans tailored to local soil and climate conditions to help local farmers increase yields, while students from information technology schools can use their digital technology expertise to promote rural informatization, thereby enhancing the modernization of agricultural production. Through specialized technical services, college students can provide strong support for the upgrading of rural industries.

At the same time, the combination of industry, academia, and research should be achieved through collaboration between universities, local governments, and enterprises. Universities should not only strengthen communication with local governments to ensure policy support for practice activities but also cooperate with agricultural enterprises and rural economic organizations to promote the transformation and application of research results. The involvement of enterprises can provide financial and platform support for social practice, as well as align college students' innovative thinking with actual production needs, injecting continuous innovation power into the sustainable development of rural economies. Through this "industry-academia-research" collaboration, college students' social practice activities can both promote rural development and facilitate the practical transformation of academic research results, forming a sustainable two-way feedback mechanism.

3.3 Symbiotic Development of Social Practice Activities and Rural Revitalization

The sustainable development of college students' "Three Going to the Countryside" social practice activities ultimately depends on their symbiotic relationship with rural revitalization. College students should not only serve as external supporters of rural development but also become long-term partners of rural revitalization, driving the deep integration and mutual development of the two. The content and form of social practice activities should closely align with the needs of rural revitalization, promoting knowledge, technology, and culture in unison. For example, in promoting agricultural technology and industrial development, college students can enhance farmers' productivity through technology promotion and training, while creating new economic growth points for rural areas. The economic development of rural areas provides college students with more practice opportunities and innovation platforms, thereby creating a mutually beneficial cycle. Through this "mutually beneficial symbiosis" development model, college students' social practice can continuously provide rural areas with technical support and innovation momentum over the long term.

Additionally, the symbiotic development of social practice activities and rural revitalization is also reflected in the mutual promotion of culture and social governance. College students, through their involvement in rural education, cultural preservation, and social governance, not only enhance the quality of life for rural residents but also help improve social cohesion and cultural confidence in rural areas. For example, in education, college students' teaching assistance activities not only improve the academic level of rural students but also subtly cultivate their innovative thinking and social responsibility. In terms of cultural preservation, college students, through research and cultural activities, help inherit and promote rural traditional culture, strengthening the cultural identity and confidence of rural residents. This two-way interaction allows social practice activities and rural revitalization to mutually promote each other in multiple dimensions such as culture, education, and economy, ultimately achieving the goal of symbiotic development and providing lasting momentum and support for rural revitalization.

Conclusion

College students' "Three Going to the Countryside" social practice activities have achieved significant results in promoting rural revitalization through diverse educational, technological, and cultural dissemination paths. In the future, with the continuous advancement of rural revitalization strategies, college students' social practice activities will face more opportunities and challenges. To

ensure the sustainability of these practice activities, it is necessary to strengthen the long-term mechanism for practice projects, improve resource integration, and deepen the combination of industry, academia, and research, while further enhancing the integration of rural revitalization and college students' social practice. In this process, cooperation between universities, local governments, and enterprises, as well as the cultivation of college students' sense of participation and social responsibility, will be key factors in driving the long-term sustainable development of rural revitalization. Future research should focus on exploring more innovative and adaptive practice models to better promote the comprehensive revitalization of rural society and economy.

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