

Influencing Factors of the Communication Effect of the Farming-reading Culture in the Yellow River Basin - An Analytical Approach Based on the Rooting Theory

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Abstract:

“The tradition of studying and farming is passed down through generations, and the knowledge from poetry and books endures for a long time.” “Farming-reading,” as a depiction of rural Chinese life and cultural genes, has shaped China's traditional cultural spirit, vision, and framework, becoming the culturally fertile soil where Chinese civilization takes root. However, the loss and underdevelopment of farming-reading cultural resources remain a current reality. Reviving the concept of farming-reading education, promoting effective integration between traditional culture and modern development, and endowing farming-reading culture with new contemporary significance are essential. This article, based on the theory of “cognition-attitude-behavior” and using grounded theory, studies the influencing factors of the dissemination of farming-reading culture in the Yellow River Basin. After three levels of coding, three core explanatory categories are identified: the public, content, and media construction. Statistical analysis methods process and analyze the data and validate hypotheses. The research reveals that issues in farming-reading cultural education include unclear content, lack of distinct form, insufficient collaboration, and lack of systematic evaluation. The article proposes solutions such as targeted guidance to establish a farming-reading education curriculum system and resource library, diverse strategies to innovate farming-reading cultural dissemination forms, multi-party cooperation to create a “1+3” radiating development plan, and fostering identification to construct a farming-reading education evaluation system. These measures aim to provide new perspectives for revitalizing and educational application of farming-reading cultural resources in the Yellow River Basin.

Keywords:

Farming-reading Culture, Farming-reading Education, Living Heritage

1. Introduction

1.1. Research Background and Significance

In February 2021, the General Office of the CPC Central Committee and the General Office of the State Council issued the “Opinions on Accelerating the Revitalization of Rural Talents” [1], which clearly stated the need to “comprehensively strengthen farming-reading education in agricultural universities and make farming-reading education-related courses compulsory for agricultural majors.” China’s agricultural civilization has a profound cultural heritage and rich farming-reading cultural resources. However, there are still issues such as the lack of systematic farming-reading education, insufficient connection with the actual rural issues, and the need to strengthen practical education. Exploring farming-reading cultural resources, enhancing farming-reading education, and enabling students to enter rural areas, get closer to farmers, and engage in agriculture is of great significance for improving students’ understanding, love, and practical skills in agriculture and serving rural revitalization [2].

1.2. Conceptual Definition

1.2.1. Farming-reading Culture

At the material level, farming-reading culture is a simple, natural, and harmonious rural ecological environment, a production and lifestyle that combines farming-reading and the cultural patterns formed on this basis, including concepts, systems, folk arts, family letters, and family teachings. At the immaterial level, it manifests as a “spiritual heritage,” which is not only static, solid, and rooted in tradition, but also dynamic, guiding modern life and worthy of inheritance and promotion. In the new era, farming-reading is not just about picking up a hoe and working in the fields; it is also the wisdom of farming that is timely, appropriate, rule-abiding, and harmonious, a value orientation that integrates knowledge and action, a patriotic sentiment dedicated to benefiting the country and the people, and a national spirit of self-improvement and courage. Therefore, farming-reading culture can not only guide agricultural production but also provide spiritual guidance for various sectors of society and nourish the hearts of modern people. Inheritance is not just about quoting from ancient texts but also leaving contributions for this era.

1.2.2. Farming-reading Education

“Farming” is agricultural production, ensuring survival materially; “learning” is cultural education, establishing the value of individuals spiritually.” [3] Social development has broadened the meaning of “farming”, which now encompasses practice and labor. With the popularization of education, society has higher expectations for “learning”, which has transformed into studying professional theories. Therefore, in the new era, “farming-reading” combines professional knowledge with practice to address real social issues.

2. Materials and Methods

2.1. Research Method

A mixed research paradigm combining quantitative and qualitative methods was employed. Grounded theory was used to analyze first-hand qualitative interview data to obtain information on audience perceptions, attitudes, and the effects of communication behavior regarding farming-reading culture. A structural equation model of the digital dissemination effects of farming-reading culture was constructed,

and statistical analysis methods were applied to process and analyze data and validate hypotheses.

2.2. Research Subjects

The researchers conducted field surveys in 11 cities in the Yellow River Basin, including Weifang, Binzhou, Heze, Dongying, Yantai, Qingdao, Liaocheng, Rizhao, Jining, Tai'an, and Jinan. In-depth interviews were conducted with government officials, cultural companies, residents, teachers, students, and other individuals related to farming-reading education a total of 65 times, resulting in 60,000 words of interview data. The cumulative interview duration was 74 hours, and 2,173 valid questionnaires were collected.

The team utilizes follow-up interviews through face-to-face, telephone or video and many other means to seek complete answers as well as in-depth descriptions and interpretations to provide a deeper portrayal of the subject of the study and to find common patterns of analysis in a simple form. The survey was conducted from January 2021 to February 2024, with a total of 26 in-depth interview samples, including 14 males and 12 females with an average age of 44.11 years. A semi-structured interview outline was developed based on research and review of relevant literature. The interviews focused on the theme of “factors influencing the dissemination effects of farming-reading culture in the Yellow River Basin”, with varying depths of questions, including but not limited to the following:

- (1) What is the current status of farming-reading culture development in the Yellow River Basin?
- (2) How will disseminating farming-reading culture in the Yellow River Basin affect public perceptions, attitudes, and behaviors?
- (3) What are the current issues in farming-reading education?
- (4) What innovative strategies can be adopted to maximize the revitalization of farming-reading culture through education?

Table 1. Basic data on the sample of in-depth interviews.

Number	Gender	Age	Social Roles	Categories	Contact Method	Resources
A	Male	46	Cultural Center Director	Traditional Handicrafts	Experience	Heze Leather Shadow
B	Male	43	Village Director	Traditional Handicrafts	Generation Passing	Heze Leather Shadow
C	Female	36	Head of Ancient City	Folklore	Work Needs	Binzhou Tangfang Pastry
D	Male	62	Village Director	Traditional Handicrafts	Generation Passing	Tai'an Face Painting
E	Female	41	Museum Docent	Folk Art	The need for work	Weifang woodblock prints
F	Female	38	Village Director	Folk Music	Generation Passing	Liaocheng Liulin Flower Drum
G	Male	14	Student	Folk Art	Research and Teaching	Weifang Woodblock Prints

H	Male	50	Museum Director	Folk Art	Generation Passing	Weifang Woodblock Prints
I	Male	48	Folk Garden Staff	Folk Art	Work Needs	Weifang Woodblock Prints
J	Male	49	Cultural Inheritors	Folk Art	Generation Passing	Rizhao Overdoor Paper
K	Male	52	Cultural Inheritors	Traditional Handicrafts	Generation Passing	Jining Earthenware
L	Male	16	Student	Traditional Handicrafts	Research and Teaching	Heze Shadow Paintings
M	Male	42	Cultural Inheritors	Traditional Handicrafts	Generation Passing	Tai'an Face Painting
N	Male	41	Individual Merchants	Folklore	Generation Passing	Sour dip
O	Male	31	Individual Traders	Folklore	Generation Passing	Pear paste candy
P	Male	42	Individual Traders	Folklore	Generation Passing	Quancheng Rabbit King
Q	Male	47	Cultural Inheritors	Folklore	Generation Passing	Lu Ban Pillow
R	Female	55	Village Committee Members	Folklore	Generation Passing	Qixia Mallet Lace Technique
S	Female	44	Individual trader	Traditional Handicrafts	Generation Passing	Qixia Mallet Lace Craft
T	Female	55	Folk Orchestra Leader	Traditional Handicrafts	Generation Passing	Lv Opera
U	Female	42	Folk Orchestra Member	Traditional Drama	Personal Learning	Lv Opera
V	Female	45	Folk Orchestra Member	Traditional Drama	Personal Learning	Lv Opera
W	Female	35	Folk Orchestra Member	Traditional Drama	Generation Passing	Lv Opera
X	Female	54	Members of the Folk Orchestra	Traditional Drama	Generation Passing	Lv Opera
Y	Male	55	Members of the Folk Orchestra	Traditional Drama	Generation Passing	Lv Opera
Z	Male	56	Members of the Folk Orchestra	Traditional Drama	Generation Passing	Lv Opera

3. Results and Discussion

3.1. Rooted Constructive Coding Model, Layer-by-Layer Refinement of Influential Factors

Through open coding and categorizing initial concepts, more than 600 original statements and corresponding conceptual labels were obtained from the in-depth mining and sorting of the original materials. The 37 initial categories formed by open coding were sorted out at the causal and logical relationship levels, and 10 main categories were finally obtained. The primary axis style coding was used to discover and construct category links, and selective coding was used to identify the core categories and establish the model architecture. By summarizing and abstracting the

main categories, the core categories are finally identified to obtain the three important factors that impact the cultural resources of farming and reading: content, people, and media. According to the rooting theory, the model framework of factors influencing the dissemination effect of farming and reading culture in the Yellow River Basin is constructed after the above three stages. The influence model constructed in this study has passed the theoretical saturation test.

3.1.1. Spindle style coding process

Table 2. Basic data on the sample of in-depth interviews.

Main Scope	Initial Scope	Scope Connotation
Population Analysis of Farming-reading Culture	B1 Basic Characteristics	Used to describe the concept that any object or group of objects has numerous characteristics and that a concept is abstracted from the characteristics shared by the object and that concept becomes a characteristic.
	B2 Competence qualities	Competency is a latent trait of an individual that has a clear causal association with effective or high performance-related behaviors that a person exhibits on the job or in a situation that is associated with performance.
	B3 Social Impact	Important people or relevant organizations in environments where the adoption or non-adoption of digital technologies will have different impacts on the audience, including but not limited to the general cultural environment of the audience's location, their own life circumstances, etc.
Content Analysis of Farming-reading Culture	B4 Content Mining and Systematization	It refers to how to explore and develop the scattered contents and organize and apply them systematically.
	B5 Content Quality Optimization Orientation	Optimization orientation of content quality, on the basis of the existing characteristics of content quality, to optimize the analysis of its dissemination.
	B6 Content Value Embodiment	The relevant functions and values embodied in the content of the cultural resources of farming and reading.
Media Analysis of Farming-reading Culture	B7 Media Contact Rate	Media contact rate refers to the ratio of the number of people who spend a certain amount of time each day in contact with a certain type of media to the overall sample. Through the study of media exposure rate, we can understand the audience's exposure to different media, so as to know which form of cultivation and reading cultural resources communication is preferred by the audience.
	B8 Novelty of Communication Form	Novelty of communication form in this study means browsing and viewing the content of NRM digital communication through more forms.
	B9 Coverage domain	In this study, the coverage domain refers to the geographical scope where the impact of the dissemination of farming and reading cultural resources occurs. This study focuses on the dissemination of cultural resources of farming and reading in the middle and lower reaches of the Yellow River Basin, which exerts its influence within the Yellow River Basin, beyond which the influence of cultural resources of farming and reading will be significantly reduced or even disappear.
	B10 Media richness	Media richness refers to the data dissemination capacity of the media, that is, the capacity and variety of information

		that the media can disseminate in a specific time. In this study, the capacity and variety of information that can be disseminated by the media in a specific time affect the speed, width and breadth of the dissemination of cultural resources of farming and reading.
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3.1.2. Selective coding

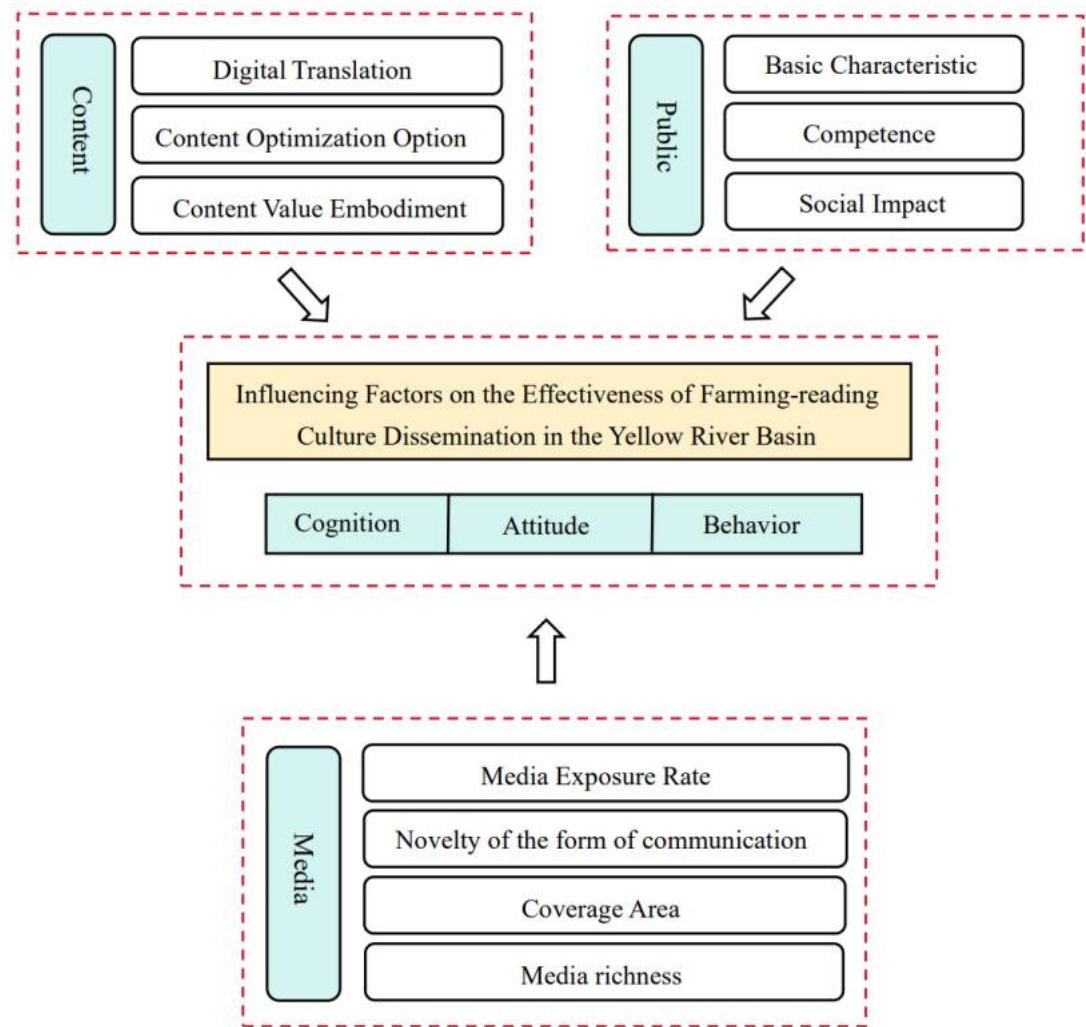


Figure 1. Selective coding.

3.2. Validation of Influencing Factor Model of Digital Communication of Farming-reading Cultural Resources

Through the analysis of the root theory, the previous paper constructed a mechanism model of influencing factors of the dissemination effect of farming and reading culture in the Yellow River Basin and sorted out the key influencing factors of the related media information, so as to put forward the research hypothesis of the influencing path of the dissemination effect of farming and reading culture in the Yellow River Basin. On the basis of the previous chapter, this chapter will use the questionnaire survey to understand the audience's feelings and behavioral willingness arising from the stimulation of cultivation and reading culture communication, and further test whether the theoretical model constructed above is scientific and reasonable.

3.2.1. Model Construction: Considering Multiple Factors and Subdividing Research Processes

Based on the communication effect ladder model, this paper combines the information adoption model and social cognition theory to determine the basic model of influencing factors on the dissemination of cultivated reading and cultural resources in the Yellow River Basin, which is used to measure whether the content factor, the people's factor, and the media factor have a direct impact on the cognitive, attitudinal, and behavioral effects of the digital dissemination of cultivated reading and cultural resources in the Yellow River Basin. The content factors include digital translation, content optimization orientation, and content value embodiment; the popular factors include basic characteristics, ability literacy, and social influence; and the media factors include media contact rate, novelty of communication form, coverage area, and media richness. Among them, the variables at the levels of content, people, and media will directly affect the cognitive, attitudinal, and behavioral effects of digital communication of cultural resources of farming and reading in the Yellow River Basin.

3.2.2. Research hypotheses and data collection

This paper adopts the questionnaire survey method through literature research, determines 3 primary variables and 10 secondary variables, and puts forward 10 research hypotheses according to the basic model constructed in this time. The target of the questionnaire survey is the mass group in the Yellow River Basin, and the pre-test of the questionnaire guarantees the quality of the questionnaire. The questionnaire design is divided into three dimensions according to the specific research content: prevalent factors, content factors, and media factors. The main body of the questionnaire consists of 27 questions to measure the 10 variable dimensions of the study. General options are used in the basic information section of this questionnaire, and the Likert 5-point scale is used to set the options for other questions.

H1: Digital transcreation has a significant positive effect on the audience's behavioral intention

H2: Content optimization orientation has a significant positive effect on audience's behavioral intention

H3: Content value embodiment has a significant positive effect on audience's behavioral intention

H4: Audience characteristics have a significant positive effect on audience behavioral intention.

H5: Audience competence has a significant positive effect on audience behavioral intention.

H6: There is a significant positive effect of the audience's social influence on the audience's behavioral intention

H7: Media exposure significantly positively affects audience's behavioral intention.

H8: Novelty of communication form has a significant positive effect on the audience's behavioral intention.

H9: Coverage area has a significant positive effect on the audience's behavioral intention.

H10: Media richness has a significant positive effect on the audience's behavioral intention.

The research group collected data by distributing questionnaires online and offline, and a total of 2203 questionnaires were recovered, of which 2173 were valid questionnaires, with a validity rate of 98%. Among them, the samples show a more balanced state in terms of gender, with 44.36% male and 55.64% female; the respondents in the age groups of less than 20 years old, 21-40 years old, 41-59 years old, and more than 60 years old account for 21.45%, 48.18%, 23.82%, and 6.55% of the total number of survey respondents, respectively, so the samples cover all age classes; the educational level of the samples The educational level of the sample is high, with 54.73% of the respondents having a bachelor's degree or higher.

3.2.3. Research hypothesis verification

According to the hypotheses of this paper, the group used Amos to establish a structural equation model based on the conceptual model, and used the SEM structural equation model fitting index to fit and test the model of this study. In this study, CMIN/df = 1.562 meets the ideal value required by the study, GFI = 0.823 indicates that this model fits well, CFI exceeds 0.9, which indicates that the comparative fit index of this model is good, and RMSEA = 0.066, which indicates that the model has an appropriate model fit.

Table 3. Spindle style coding.

Hypothesis	Inter-variable relations	Standardized coefficient	P value	Test results
H1a	Digital Translation → Cognitive Effect	0.870	0.027	For
H1b	Digital Translation → Attitudinal Effect	0.934	0.0069	For
H1c	Digital Translation → Behavioral Effect	0.389	0.326	Against
H2a	Content optimization orientation → cognitive effect	0.939	0.013	For
H2b	Content Optimization Orientation→Attitude Effect	0.743	0.042	For
H2c	Content optimization orientation→behavioral effect	0.368	0.087	Against
H3a	Content value embodiment → cognitive effect	0.4950	0.097	Against
H3b	Content value embodiment → attitude effect	0.683	0.0121	For
H3c	Content value embodiment→behavioral effect	0.970	0.0465	For
H4a	Basic features → cognitive effect	0.975	0.0175	For
H4b	Basic Characteristics → Attitude Effect	0.410	0.165	Against
H4c	Basic Characteristics→Behavioral Effects	0.979	0.0125	For
H5a	Competency → cognitive effect	0.97	0.0308	For
H5b	Competency literacy → attitude effect	0.639	0.0237	For
H5c	Aptitude → behavioral effect	0.860	0.0176	For
H6a	Social influence → cognitive effect	0.399	0.266	Against
H6b	Social Influence→Attitude Effect	0.595	0.0469	For

H6c	Social influence→behavioral effect	0.941	0.0275	For
H7a	Media exposure rate→cognitive effect	0.855	0.0459	For
H7b	Media Exposure Rate→Attitude Effect	0.972	0.0143	For
H7c	Media exposure rate→behavioral effect	0.759	0.0379	For
H8a	Novelty of communication form → cognitive effect	0.325	0.165	Against
H8b	Novelty of communication form → attitudinal effect	0.894	0.019	For
H8c	Novelty of communication form→behavioral effect	0.954	0.0284	For
H9a	Coverage domain → cognitive effect	0.775	0.00379	For
H9b	Coverage domain → attitudinal effect	0.830	0.00270	For
H9c	Coverage domain → behavioral effect	0.820	0.0265	For
H10a	Media richness → cognitive effect	0.575	0.0390	For
H10b	Media richness → attitudinal effect	0.759	0.0467	For
H10c	Media richness→behavioral effect	0.420	0.138	Against

A significance level of P less than 0.01 means that the test result is completely significant; a significance level of P less than 0.05 means that the test result is significant; a significance level of P less than 0.1 means that the test result is basically significant; and if the significance level of P is greater than 0.1, we say that the original hypothesis is not valid.

According to the structural equation modeling, digital translation, content value orientation, basic features, ability literacy, media contact rate, media richness will have a significant direct impact on the cognitive effect of digital communication of cultural resources in the Yellow River Basin; digital translation, content optimization orientation, content value embodiment, ability literacy, media contact rate, novelty of communication forms, coverage area and media richness will have a significant direct impact on the attitude effect of digital communication of cultural resources in the Yellow River Basin. Attitude effect of digital communication of cultural resources in the Yellow River Basin has a significant direct effect; content value embodiment, basic characteristics, competence, social influence, media contact rate, novelty of communication form, and coverage area have a significant direct effect on the effect of digital communication of cultural resources in the Yellow River Basin.

4. Findings and Discussion

The study found that the field of farming and reading education has been actively explored, but in the application of the practice, it is still facing many practical problems. This paper, combined with specific cases, explored the following pain points and problems.

4.1. Unclear content: what to farm, what to read?

Farming-reading civilization along the roots of history, but with the modernization of society, the disintegration of the old-style agriculture, the disintegration of clan society, emerging culture and the impact of Western thinking, the culture of farming-reading is not fully valued and protected, the rapid loss of resources, and even in a precarious position, the connotation of traditional farming-reading culture has been

distorted and deformed to adapt to the new age of the farming-reading content has not been excavated and integrated, difficult to integrate with new ideas and culture, cannot be accepted and understood by people, and can not be accepted and understood. The content of traditional farming and reading culture has been distorted and deformed, and the content of farming and reading adapted to the new era has not been explored and integrated, and it is difficult to integrate with new ideas and culture. The questionnaire data show that only 5.6% of the respondents often receive education on farming and reading, and even 42.99% of the respondents have never received education on farming and reading. In the qualitative interviews, some practitioners of farming and reading also mentioned that “young people are forced to make a living, and no one has the time to learn the culture of farming and reading.” This shows that the status of farming and reading culture is declining, or even uninherited.

At the same time, the community has not formed a correct understanding of “what farming is” and “what reading is”, [4] resulting in primary and secondary schools blindly carrying out “punch-card” activities, and some agriculture-related colleges and universities ostensibly offering “labor education”. Some agriculture-related colleges and universities ostensibly offer “labor education” courses, but in fact, they do not involve the profound connotation of cultivation and reading culture, which also increases the pressure on students and parents. After research, we found that the education system from kindergarten to university lacks a programmatic policy to guide educational organizations to carry out corresponding cultivation and reading courses, the curriculum system of cultivation and reading education is not perfect, there is no systematic cultivation and reading book in the cultural sector, and the mass media, which acts as the “mouthpiece” of the public, has only reported on it in recent years, which makes it difficult to form a “cultivation and reading” culture among the public. All these factors make it difficult for the public to form the correct concept of “cultivating and reading”, and their understanding of “cultivating and reading” only relies on their personal past understanding or subjective judgment. It is difficult to reflect the educational value of farming and reading, and the popularization of the cultural connotation and spirit of farming and reading has become urgent.

4.2. The form is not distinctive: how to farm, how to read?

In the current farming and reading education system, there is a lack of forms of expression that are close to the reality of life and reflect the characteristics. The dissemination of “cultivation and reading culture” needs to be adjusted according to the characteristics of different school groups, and once the fit is not smooth or matching disorder, it is easy to cause a waste of resources, and the effect is not good. At present, the existing forms of education on farming and reading are rough, and no targeted system has been built. The infiltration of “farming and reading culture” needs to start at a young age and be harvested from adults. For young children, it should be experienced through colorful cartoon animations or under the guidance of adults, so that young children can experience what “farming and reading” is in a multi-sensory way; for elementary school and secondary school students, it is necessary to make use of nature, in the “farming and reading” process, and in the “farming and reading” process, it is necessary to make use of nature, in the “farming and reading” process. For primary and secondary school students, the profound connotation of the culture of farming and reading should be experienced in “playing” with the help of nature; for higher education groups, courses on farming and reading should be offered appropriately in accordance with the characteristics of their disciplines, so as to

actively stimulate their desire to explore the culture of farming and reading and to unite their knowledge with action in research and practice; and for international communication groups, the courses should emphasize the importance of the culture of farming and reading and the importance of the culture of farming and reading. The international communication group should highlight the status of the culture of cultivation and reading in Chinese excellent traditional culture, strengthen cultural exchanges among countries, tell Chinese stories, and spread Chinese voices. [5] At the same time, the dissemination and promotion of the culture has become a formality, and the education of farming and reading lacks significance. How to make the form of dissemination innovative, meaningful and easy to operate is an issue that needs to be explored urgently, not because of the variety of forms and formality, not because of creative innovation and labor, but how to build an effective and distinctive form of dissemination of farming and reading culture and farming and reading education is a problem that needs to be solved urgently after the system of farming and reading education is integrated, and it is also the key link concerning the effect of the dissemination of farming and reading culture.

4.3. The cooperation has not been formed: where to cultivate and where to read?

The reason is that the dissemination channels of farming and reading culture are not smooth, and the cooperation between the subjects related to farming and reading education has yet to be realized. Questionnaire data show that 42.99% of the respondents' schools are unable to carry out practical courses in farming and reading education, which is due to the lack of consultation between schools and study bases, difficulties in cooperation, mismatches between multiple subjects, and the lack of an excellent environment and sufficient space for the development of farming and reading education, which ultimately leads to the inability of students to practice. [6] All parties related to farming and reading are doing their things in a circle, lacking a shared resource-based platform and a common field to exchange ideas. And because of the lack of resource sharing and coordination, the cultural sector talks about the connotation of farming and reading culture, while enterprises, organizations or schools are misled by the cognitive deviation from farming and reading culture, and the practice of farming and reading education has no place to go. It is urgent to break down the barriers among all social parties, link up the education chain and cultural industry chain, share resources, work together to build a communication system integrating learning, experience, application and research, and realize the maximum excavation of the communication effect under the minimization of the use of resources.

4.4. Evaluation is not systematic: is it good to farm, and is it right to read?

If we want to know whether the dissemination of farming and reading culture and farming and reading education are suitable for today's times and how to apply and implement them correctly, we need timely feedback from the educated, and it is necessary to build a real-time evaluation system. A real-time evaluation system is needed. It is a two-way interactive communication process in which the communicator transmits the viewpoints through the media, and the recipient receives the views and gives feedback. If we only focus on the "disseminator", instill the culture of farming and reading downward, do not receive the opinions and attitudes of the recipients, and do not analyze the effect of dissemination through the collection of data, it is easy to cause the upper and lower levels to be disconnected, and it is

difficult to test the real effect of the dissemination of the culture of farming and reading and the application of education, so that it cannot be improved and perfected in real-time. A two-way interactive real-time evaluation system should be set up, so that the real situation of the actual implementation of farming and reading education can be seen from the most minor details and the process. Through the regular distribution of questionnaires and the collation of users' opinions, the data should be analyzed, and the operation mechanism of the evaluation system should be optimized accordingly. This process creates a positive cycle whereby the evaluation system follows the operating principles and continuously innovates its mode of operation in response to users' opinions, making it more humanized and operable.

5. Conclusions

In the school education system, there is less content about the culture of farming and reading, and the knowledge is scattered in many disciplines. Still, the theories are divided from each other, so there is a lack of exploration of the culture of farming and reading, and it is difficult for students to come into contact with practical farming and reading, so that they cannot realize the full recognition of the culture of farming and reading. As a culture that runs through the history of China's farming civilization, farming and reading culture has a wide range of connotations, including the connotations of "hard work to build up a family and hard study to accommodate one's own body", the inclusiveness of urban and rural exchange resources, the integration of labor and thinking, and the construction of multiple ecological features of the rural industrial chain, and thus should be taken as the starting point of "farming and reading education", and should be based on the principle of "education for farming and reading". Therefore, we should take "farming and reading education" as a hand, divide age groups into differentiated teaching, and divide multiple subjects into full cooperation to help the culture of farming and reading be systematically and comprehensively integrated into modern society. At the same time, "content is king, form wins", the rapid development of digital transformation and the accelerated pace of people's lives urgently need to break through the traditional communication space, and explore new ways of communication to adapt to the latest needs of the audience and expand the field of audience cloud. Relevant data also confirms that the younger audience groups prefer "paperless" communication channels, video and live broadcasting are more popular. While catering to the needs of the audience in the new era, we should grasp the pulse of the times, open up digital cloud space to revitalize the culture of cultivation and reading, and innovatively launch the "cloud cultivation and reading" learning platform, cultivation and reading education and cultural and creative service platform, network live broadcasting and other new ways, so that the cultivation and reading education-related information can be fermented and disseminated again with the help of the cyberspace to realize the lasting dissemination power and influence. The information related to farming-reading education can be fermented and spread again through cyberspace, realizing lasting dissemination power and influence.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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