



# On the Measures and Effects of Combining Moral and Technical Education in Vocational Colleges

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**Abstract.** The report of the 20th CPC National Congress clearly pointed out that we should comprehensively implement the educational policy of the party, implement the fundamental task of cultivating people by building moral character, train socialist builders and successors morally, intellectually, physically and aesthetically, to speed up the construction of a high-quality education system. We should develop quality education and promote educational equity. Under the background of vigorously developing vocational education at present, “cultivating people by building moral character” has become the fundamental task of education. The National Vocational Education Conference proposed to speed up the improvement of the talent training system and adhere to the combination of moral and technical training, education and training as well as integrated design of vocational education training system. In order to accurately grasp and understand the fundamental objective of “cultivating people by building moral character” in vocational education, the concept of combination of both moral and technical education must be implemented throughout whole teaching process in the vocational colleges.

**Keywords:** vocational education · cultivating people by building moral character · combination of moral and technical education · research on effectiveness

## 1 Introduction

This paper mainly studies that under the background of establishing morality and cultivating talents, vocational college students should closely combine with moral education from the aspects of professional cognition and skill improvement, so as to improve their personal comprehensive quality while cultivating highly skilled talents.

## 2 Research Objectives

We should thoroughly study and implement the important exposition of General Secretary Xi Jinping on education and the spirit of the National Vocational Education Conference by adhering to the idea of “cultivating people by building moral character”, optimizing the type orientation, and accelerating the construction of a modern vocational

education system. Meanwhile, “moral education” should be run through the whole process of vocational education based on the improvement of vocational skills and “the morality of teachers”, and measures of combining morality and techniques should be innovated for teachers and students under the background of “cultivating people by building moral character”, to promote the quality of teachers in vocational education. According to the Ten Guidelines for Professional Behavior of Teachers in the New Era, we should comprehensively and thoroughly sort out the system, mechanisms and system guarantees related to all aspects of improving the morality of teachers in vocational colleges to timely revise and improve the relevant supporting measures and guarantee mechanisms. We should also fully integrate the work of moral cultivation in vocational colleges into the ideological and political education of teachers and students, teaching and curriculum reform, practice and training, daily management and other aspects, throughout the whole process of education in vocational colleges.

### 3 Research Contents

- (I) Implement spirit of the important instructions of General Secretary Xi Jinping on the morality of teachers by the following ways. First, we should strengthen the construction of “the morality of teachers” in higher vocational colleges, and comprehensively carry out the ideological and political education of vocational education courses based on the construction of “the morality of teachers” and the spirit of the National Vocational Education Conference. Second, we should take the effect of “cultivating people by building moral character” as the basic standard for testing all work, and the morality of the teachers as the first standard for evaluating the quality of them.
- (II) Integrate the value orientation of “craftsman spirit” into the training of compound skilled talents with the value orientation of “integration of knowledge and practice, dedication to work and pleasure, and development of moral and technical skills”. Also, the cultivation of “craftsman spirit” can be integrated into all aspects of vocational education by strengthening curriculum reform and the construction of professional groups, and by promoting the integration of industry and education [1].
- (III) Establish a scientific evaluation system to improve the objective evaluation indicators and a guarantee and incentive mechanism so that the research results can be implemented in a stable and orderly environment, which will promote the implementation of the research results, and form a virtuous circle. Such theoretical research results can be used for reference, replicable and popularized, so that the ideological and political level of teachers can be improved obviously, thus reflecting the effect of educating people in all aspects [2].

### 4 The Current Situation of Moral and Technical Education in Vocational Colleges

At present, all kinds of vocational colleges have clear requirements and supporting implementation plans and assessment requirements in the annual school development

work planning and quality evaluation system. From the aspects of the preparation of talent training plan, formulation of curriculum, teacher training, process management, year-end assessment, the construction of moral education are refined, and the system guarantee and incentive mechanism are relatively perfect. However, in terms of effectiveness, the phenomenon of “emphasizing professional skills rather than curriculum thinking and politics” and “emphasizing competition results rather than quality improvement” still prevails in most vocational colleges. As a result, the employers do not have a high evaluation of the quality of graduates, and graduates’ parents are not satisfied with the school education. Meanwhile, some of the college students lack a sense of professional learning targets or motivation, and they are not clear about their career planning. They lack self-confidence in their future careers. Besides, the construction of teachers in vocational colleges focuses on the improvement of their professional skills, while the construction of the morality of teachers is a mere formality. Therefore, the leading role of teachers in the ideological level towards students in vocational colleges is not obvious [3].

## 5 Investigation and Research on Moral and Technical Education

With reference to relevant domestic and foreign literature in recent years, the project team developed a questionnaire on the effectiveness of “moral and technical education” for vocational college graduates. The content of the questionnaire includes basic personal information, majors they have studied, the impact of “moral and technical education” on career development, self-evaluation, employer recognition and so on. The questionnaire was distributed to the graduates of 6 majors in a vocational college in recent 3 years by sampling the proportion of each major. The survey was conducted from July 12 to August 17, 2022, and 125 questionnaires were collected. The gender ratio of the sample is roughly equal to that of the male and female students majoring in business in the college. 35.7% of the respondents in the sample have obtained undergraduate or postgraduate education through college transfer, self-taught examination, in-service study and other ways after graduation. 9.6% of the respondents became members of the CPC at school or after working. Those who did not change jobs in 3 years accounted for 19%, those who changed jobs once in 3 years accounted for 23%, those who changed jobs twice in 3 years accounted for 46%, and those who changed jobs three times or more in 3 years accounted for 12%. 77% of the respondents work in private enterprises, with scattered industries and a wide range of occupations, including those engaged in accounting, marketing, cultural and tourism industry, logistics, clerical and other occupations.

## 6 Analysis of the Research Results

96.32% of higher vocational graduates believe that in career development, “moral and technical education” has a great and far-reaching impact on career development, and can support the high-quality development of their careers. 87.66% of graduates agree that “morality is more important than technique”, 82.15% agree that “the work should be done as perfectly as possible”, and 85.65% agree that “moral and technical education” is the most important professional quality in the career development. 82% of graduates choose

“totally disagree” or “relatively disagree” on the choice that “morality and conduct” are not important in career development”; 9.2% of graduates believe that “morality and conduct” are not important in career development”; 8.8% of graduates are not clear about that.

According to the different viewpoints reflected in the questionnaire made by the graduates, it can be concluded that there are some contradictions in their cognition of “moral and technical education” and “morality and conduct” among graduates of vocational colleges. On the one hand, as newcomers to the workplace, most graduates value the impact of “moral and technical education” on career development. On the other hand, as members of professional posts, a certain proportion of graduates do not have a deep understanding of the relationship between “moral and technical education” and personal career development.

## 7 Conclusions and Strategies

### 7.1 Conclusions of the Research

1. Generally speaking, the current situation of vocational college education of “cultivating people by building moral character” and “developing both morality and technique” is not bad. At the 19th CPC National Congress, it was proposed to fully implement the educational policy of the Party, implement the fundamental task of building moral character and cultivating people, and develop quality education. Vocational colleges of all levels responded to this one after another, and teachers worked hard on the rigorous and practical spirit of scholarship. The ideological and political education of each course and each link of experiment and training has been fully carried out, and the awareness that teachers are the “main force” of moral education has been strengthened. The colleges, from the two aspects of system construction and assessment and incentive, created teams of “high-quality teachers with good morality”, and integrated ideological and political education into the construction of the team and the development of their professional abilities, which promoted the double improvement of the ideological and political quality as well as professional skills of the teams [4].

Students lack a deep understanding of the relationship between “moral and technical training” and personal career development. 96.32% of higher vocational graduates believe that in career development, “moral and technical education” has a great and far-reaching impact on their career development, which can support their high-quality career development. Meanwhile, there are also a certain proportion of graduates who do not have a deep understanding of the relationship between “moral and technical training” and personal career development. In terms of the relationship between “cultivating people by building moral character” and “developing morally and technically”, students and every social professional do not have a good understanding of the relationship between “moral and technical education” and personal career development.

3. The influence of school education on graduates is not profound enough. In the survey, graduates think that school education ranks behind social environment, work unit environment, individual and self factors in the factors affecting their current professional cognition. It can be seen that the graduates have not formed stable employment values and professional attitudes in school. After they enter the society, they reshape their value

system and professional cognition in the process of integrating into the working and social living environment.

## 7.2 Strategies

1. In order to comprehensively improve the quality of personnel training in vocational colleges and meet the needs of the development of digital economy, vocational colleges should adhere to the fundamental task of cultivating people by building moral character, and cultivate the soil nurtured by “craftsman spirit”. In addition, the colleges should also adhere to the idea of “developing one’s character and career with morality” by moral and technical education, innovate the content of moral education and the mode of talent training [5].

The moral education curriculum should be included into the professional talent training program system. In addition to the basic and core courses of professional courses, moral education courses should be appropriately added to the specialized expansion course module. For example, Public Art Appreciation, Life Sentiment in Aesthetic Education, Cause and Life and other courses. These courses enable us to improve the moral quality while cultivating our professional competence. We should make full use of the characteristics of more freedom, autonomy and openness of the expanded curriculum, infiltrate moral and aesthetic education into the process of professional teaching, and bring the education of ideals and beliefs, socialist core values and the cultivation of craftsman spirit into classroom teaching. We should give full play to the main channel role of classroom teaching in educating people.

Highlight the key tone of cultural education. In the continuous promotion of elegant art into campus, especially in the construction of campus culture in vocational colleges, the education of Chinese excellent traditional culture should be taken as an important content, and the “artisan spirit” should be deeply planted in the form of classical and beautiful text recitation, traditional Chinese classics into the second classroom and classical traditional drama performance, to enrich the form and content of campus cultural activities, and enhance the internal driving force of students’ professional learning [6].

The environment educates people. We should create campus characteristic landscape, highlight the characteristics of vocational colleges, such as the character landscape, natural landscape, architectural landscape of business culture, “filial piety” culture, Chinese culture and other themes. The experimental training environment combines professional characteristics to introduce Chinese traditional cultural elements [7], such as Huizhou business culture, Shandong business culture, Shanxi business culture, etc., to form a unique campus cultural environment.

Create characteristic student associations in vocational colleges. We could extend moral education into the student associations. For example, clubs such as Poetry Society, Sinology Etiquette Society, Chinese Wushu, Folk Dance, Paper-cut, and calligraphy can be set up in combination with the interests and hobbies of students. By this way, the students will fully display their personal talents on such community platforms and discover their own value. And then they will be full of confidence in professional and career planning, and set up lofty career goals.

We should deepen the teaching reform in vocational colleges and build a curriculum system of high-level professional groups with the characteristics of competence-based vocational colleges.

Reform the talent training mode and integrate industry into education. Vocational colleges should establish a talent training mode of “co-cultivation of talents between universities and enterprises and integration of theory and practice” by introducing enterprise projects into the classroom [8]. The school factory should be established on the basis of the talent training mode of “integration of industry and education and cooperation between schools and enterprises”. We can pilot productive training projects in some advantageous majors of vocational colleges, so as to introduce real projects of enterprises into the classroom, so that the teachers of schools and enterprises can jointly cultivate real projects and finally achieve project delivery.

We should establish the teaching reform idea of “market demand oriented, based on the promotion of post core competence, and taking the productive teaching reform as the carrier” [9]. According to the talent training mode of modern apprenticeship, integration of industry and education, school-enterprise cooperation, based on the post competence oriented curriculum system, re-establish the curriculum system of professional groups with high-level characteristics in vocational colleges.

Reform the evaluation mode and establish a “1 + X” multi evaluation system with integrated course and certificates. Vocational colleges should establish personnel training evaluation standards with post ability as the core, combine vocational skill identification with academic assessment, combine teacher evaluation, student mutual evaluation and self-evaluation, and include the learning attitude, professional quality, and ideological and moral character of the students in the evaluation. At the same time, we should establish a work oriented evaluation system, strengthen the assessment of the comprehensive professional ability of the students, attach importance to their comprehensive quality assessment, and regard it as an important evaluation condition for students to meet graduation standards [10].

Promote learning and teaching through competitions. We should take the results of various skill competitions at all levels as an important indicator for the evaluation of the professional abilities of teachers and students. Vocational colleges should establish a professional competition mode of “GSP” and encourage students to participate in at least one project of vocational skills competition during their school years. The competition content can be regarded as important knowledge to run through the curriculum learning, and the results of the competition can replace the credits of relevant courses. In addition, the teaching ability of the teachers and the professional skills of the students should be improved through various competitions held by educational administrative departments at all levels [11]. The interest of students in professional learning can be stimulated by such way.

Build a teaching team with excellent moral character and professional technical skills in vocational colleges.

The socialist core values and the construction of the morality of teachers should run through the whole process of careers of the teachers, and we should build a long-term mechanism for the morality of teachers by taking the “Ten Principles of Professional Conduct of Teachers in the New era” as the standard [12].

Build a high-level “double qualified” teaching team [13]. It is the basic work to accelerate the modernization of vocational education. We should update the knowledge structure of the teachers, enrich the teaching contents, innovate the teaching methods, thus improving the teaching level in vocational colleges.

Give full play to the typical demonstration role of excellent teachers and cultivate the vocational education feelings of the teachers [14]. Through the way of example demonstrations, such as Huang Danian-style teacher team in the national colleges, excellent teachers, excellent counselors, the most beautiful teachers in Qilu, outstanding teachers, academic leaders and other examples, we will encourage young teachers to practice hard their professional skills and devote themselves to improving the level of teaching.

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