



The Study on the Current Situation, Problems, and Countermeasures of Etiquette Education for Vocational College Students.

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Abstract. Etiquette education, as an important component of moral education, is both a continuation of China's outstanding traditional culture and a necessary response to contemporary development needs. However, with the rapid advancement of higher vocational education in China, many vocational colleges, while focusing on the cultivation of professional skills, have neglected the comprehensive enhancement of students' overall qualities, particularly in the area of etiquette education. This study aims to thoroughly explore the current state of etiquette education among students in vocational colleges, the existing problems, and the targeted optimization strategies. Through methods such as questionnaires, interviews, and observations, a comprehensive analysis was conducted on the etiquette behaviors of vocational students, the etiquette education awareness of teachers, and the campus etiquette culture atmosphere. The research results indicate that there are significant issues in the current etiquette education in vocational colleges, including unreasonable curriculum design, weak awareness of etiquette education among teachers, and incomplete campus etiquette management systems, all of which have led to the lagging development of students' etiquette literacy. To address these issues, this paper proposes several optimization strategies, such as establishing dedicated etiquette education courses, strengthening teacher training in etiquette, and improving campus etiquette behavior management systems. These measures aim to enhance vocational students' etiquette awareness and behavioral norms, promoting their overall development.

Keywords: Vocational College Students, Etiquette Education, Curriculum Design, Teacher Training, Behavior Management System

1 Introduction

As China's higher vocational education has rapidly developed, the role of vocational education within the broader education system has become increasingly prominent, producing a large number of technically skilled talents. However, many vocational colleges, while focusing on professional skill development, often neglect moral education, leading to issues with improper etiquette and behavior among some students. For ex-

ample, in 2019, Li Wei and Zhang Li conducted research using questionnaires and interviews with students from several vocational colleges in Guangdong Province^[1]. They found that students generally lacked knowledge of etiquette, had weak awareness of etiquette, and exhibited non-standard behaviors, particularly in public settings and interpersonal interactions. The study also pointed out that some schools have shortcomings in etiquette education, such as narrow educational content and monotonous teaching methods, which result in low student engagement and unsatisfactory learning outcomes. Similarly, in 2020, Wang Lei conducted field research in vocational colleges in Beijing, using interviews and questionnaires to explore the implementation of etiquette education^[2]. The findings revealed that due to a lack of systematic and targeted etiquette education, students often failed to apply the etiquette knowledge they learned to real-life situations. The research also highlighted that some teachers lacked innovation in etiquette education, relying primarily on traditional lecture-based teaching methods while neglecting students' individual needs and practical skills development^[3]. In response to these issues, this paper proposes a series of improvement measures aimed at enhancing vocational students' awareness of civilized etiquette and behavioral habits by updating educational concepts, enriching educational content, and innovating teaching methods. These approaches not only address the current shortcomings in etiquette education but also better meet the practical needs of vocational students, thereby effectively improving the outcomes of etiquette education and promoting the overall development of vocational students.

2 Analysis of the Current State of Etiquette Education for Vocational College Students

2.1 Weak Etiquette Culture Atmosphere on Campus

Observations reveal that the weak etiquette culture atmosphere on campus manifests in two main aspects. First, from the perspective of explicit curriculum design, the school does not offer a dedicated etiquette education course. The content related to etiquette knowledge in existing courses is not systematic, and the teaching materials are not tailored to the characteristics of vocational college students. Furthermore, etiquette education in class meetings often remains superficial and formalistic, with little real impact. Second, regarding the implicit curriculum on campus, the school has not established "etiquette corners" or similar learning spaces^[4]. The posters promoting civility and etiquette in classrooms are rarely noticed by students, and there are no other significant efforts to promote civility and etiquette education. As a result, the overall etiquette culture atmosphere on campus is relatively weak. Table 1 is the survey results of the perception of campus etiquette culture atmosphere. As can be seen from the table, most students have a certain perception of the campus etiquette culture atmosphere. 50 students (25%) strongly felt this atmosphere, 100 students (50%) said they had a certain perception, 30 students (15%) thought the perception was weak, and 20 students (10%) had no perception at all. This shows that although most students can feel the existence of etiquette culture, there are still some students who have a vague perception of it or

even no perception at all, reflecting that the dissemination and influence of the campus etiquette culture atmosphere may not be comprehensive or in-depth.

Table 1. Survey Results of Campus Etiquette Culture Atmosphere.

Etiquette Culture Atmosphere Evaluation	Number of Students	Percentage
Strongly Perceived	50	25%
Somewhat Perceived	100	50%
Weakly Perceived	30	15%
Not Perceived	20	10%

2.2 Insufficient Awareness of Etiquette Education Among Teachers

Teachers hold a leading role in the educational process, which gives them a crucial responsibility in the etiquette education of vocational college students^[5]. However, in practice, a significant number of teachers do not have a strong awareness of the importance of etiquette education. Even though they may agree that vocational students should cultivate good etiquette and behavior habits, most of their focus in the classroom remains on teaching professional knowledge and skills. Additionally, some teachers lack any awareness of etiquette education altogether. They neither understand nor are willing to engage with etiquette education for vocational students. Table 2 is the survey results on teachers' cognition of etiquette education. In some cases, their own behavior may set a poor example, negatively influencing students. It can be said that without strong awareness and understanding of etiquette education among teachers, any efforts to promote etiquette on campus will be ineffective.

Table 2. Survey Results on Teachers' Awareness of Etiquette Education.

Etiquette Education Awareness	Number of Teachers	Percentage
Strongly Acknowledge and Value	30	20%
Acknowledge but Do Not Prioritize	80	53%
Unaware of Its Importance	40	27%

3 Causes of Problems in Etiquette Education for Vocational College Students

3.1 Unreasonable Curriculum Design for Etiquette Education

The most significant issue in the etiquette education of vocational college students lies in the unreasonable curriculum design. Firstly, there is no dedicated etiquette course offered by the schools. The content related to etiquette education within the existing Ideological and Moral Cultivation and Legal Basis course occupies only a small portion, and in some majors, etiquette courses are offered as elective courses, which fails to draw sufficient attention from both teachers and students. Secondly, the content of the etiquette education curriculum does not align with the characteristics of vocational

students. Traditional etiquette education typically involves the transmission of theoretical knowledge, lacking real-life examples and practical applications. It also lacks interactivity and practicality, making it difficult to engage vocational students or spark their interest. Therefore, it is evident that the curriculum design for etiquette education is insufficient and lacks rationality. Table 3 below is the survey results on the current status of etiquette education curriculum design:

Table 3. Current Status of Etiquette Education Curriculum Design.

Course Design	Course Type	Student Feedback
<i>Ideological and Moral Cultivation and Legal Basis</i>	Compulsory	Incomplete Content
Professional Etiquette Course	Elective	Low Engagement
Dedicated Etiquette Education Course	Not Offered	High Demand

3.2 Lack of a Comprehensive Etiquette Behavior Management System

A comprehensive etiquette behavior management system is essential for effective etiquette education in vocational colleges. Such a system should include components like guidelines for etiquette behavior, standards for evaluating etiquette, and mechanisms for rewarding and punishing behaviors. The process should begin with students learning and mastering the guidelines for campus etiquette behavior, followed by evaluating their behavior and enforcing it through a system of rewards and penalties. A well-rounded management system is crucial for effectiveness. However, since most vocational students struggle to align their actions with their knowledge, and there is no established student etiquette behavior management system in place, their behavior largely relies on self-discipline and occasional verbal guidance from teachers. This lack of structure makes it difficult to regulate student behavior, leading to a gradual decline in attention to etiquette and a weakening of their awareness of proper conduct.

4 Optimization Strategies for Etiquette Education for Higher Vocational Students

4.1 Optimizing the course design of etiquette education

To ensure the effectiveness of etiquette education, vocational colleges need to optimize the course design. The current etiquette education focuses on the imparting of theoretical knowledge and lacks integration with actual work scenarios, which makes it difficult for students to apply the etiquette knowledge learned in the classroom to real life. It is recommended to add more etiquette application scenarios related to students' majors in the course design. For example, for students majoring in hotel management, a practical course on hotel service etiquette can be designed; for students majoring in e-commerce, simulation training on customer communication and online etiquette can be designed. In this way, students can not only master professional knowledge, but also

gradually develop good etiquette habits in daily learning. Course evaluation should also be more diversified. It is necessary not only to assess students' mastery of etiquette knowledge, but also to examine their ability to apply it in actual scenarios. For example, role-playing, practical assessments, etc. can be used to comprehensively assess students' etiquette literacy and social communication skills. Through these diversified assessment methods, vocational colleges can more accurately measure the effectiveness of etiquette education and ensure that students can fully demonstrate the results of etiquette education in the future workplace.

4.2 Establishing Dedicated Etiquette Education Courses

The education authorities should set up specialized etiquette education courses and develop tailored textbooks specifically for vocational colleges. Incorporating etiquette courses into the school curriculum can help to draw the attention of both teachers and students to the importance of etiquette education. The design of course content and the development of textbooks should align with the characteristics of vocational students, emphasizing practical exercises and interactive learning. In addition to theoretical knowledge, the curriculum should include situational simulations, role-playing, and other experiential learning methods to enhance students' understanding of etiquette, foster their appreciation for its value, and stimulate their interest in learning. Furthermore, it is essential to develop implicit etiquette education on campus. This could involve activities such as displaying posters that promote civility and etiquette, creating bulletin boards focused on good manners, and establishing "etiquette corners" where students can learn and practice proper conduct. These initiatives can help cultivate a stronger etiquette culture on campus, reinforcing the lessons learned in formal courses.

4.3 Formulate a Campus Etiquette Behavior Management System

A perfect campus etiquette behavior management system is very important. On the one hand, the content of campus etiquette behavior norms must be clarified, and both teachers and students must learn them. On the other hand, a comprehensive campus etiquette behavior evaluation system should be established. The evaluation should realize the development function, focus on cultivating the attitude of higher vocational students towards etiquette education, and lay the foundation for their career development. The evaluation subjects should be diversified. In school, it is not only teachers but also classmates who spend a long time with students, and student self-evaluation should also be included. The etiquette education of higher vocational students is a gradual process, so a combination of formative evaluation and summative evaluation should be used. While students' good etiquette behavior should be praised frequently, their bad etiquette behavior should be pointed out and guided to correct in time. The most important point is that the content of etiquette education evaluation must be diversified. Now higher vocational colleges often only focus on campus hygiene, discipline of large-scale activities, etc., and involve less in other aspects. The content of campus etiquette evaluation should be more comprehensive.

5 Conclusion

This study systematically analyzes the current status of etiquette education for higher vocational students and reveals many challenges that higher vocational colleges are currently facing in etiquette education. Although higher vocational students generally have a certain sense of etiquette, the curriculum setting of etiquette education lacks systematicness and pertinence, resulting in students' incomplete mastery of etiquette knowledge and weak practical ability. As the leaders of etiquette education, teachers generally have weak etiquette education awareness. Many teachers pay more attention to the imparting of professional knowledge in teaching, while neglecting the cultivation of students' etiquette literacy. Moreover, the campus etiquette management system is imperfect, lacking an effective evaluation system and reward and punishment mechanism, making it difficult for students to form good etiquette habits in their daily behavior. In response to these problems, this paper proposes a number of optimization countermeasures. Schools should set up special etiquette education courses and compile teaching materials that meet the characteristics of higher vocational students to enhance the practicality and interactivity of the courses and stimulate students' interest in learning. At the same time, it is necessary to strengthen teachers' etiquette education training, and through systematic pre-service and in-service training, improve teachers' etiquette education awareness and teaching ability, so that they can play a better demonstration role in teaching. Most importantly, it is necessary to improve the campus etiquette management system, formulate detailed etiquette behavior norms, establish a diversified evaluation system, and provide an effective reward and punishment mechanism to ensure that students can internalize etiquette knowledge into daily behavior.

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