



Enhancing Professional Qualities, Implementing the "Three Educations" Reform, and Cultivating the Craftsman Spirit —Reflections on the Specialty Upgrading of Higher Vocational Colleges

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Abstract. This paper explores the challenges associated with upgrading majors in vocational colleges. It focuses on enhancing professional competencies and propelling the "Three Educations" reform. The study emphasises the importance of respecting the individuality of each student, comprehending the fundamental principles of vocational education, and adhering to the tenets of moral education to nurture students' moral character. The paper advocates for a classroom revolution spearheaded by teachers, who ought to shift educational objectives, innovate teaching methodologies, and engage in the development of online courses. The paper emphasises curriculum reform as the fundamental aspect of this transformation, and it calls for clear delineation of vocational aims and active participation of teachers in educational practices. The integration of positions, courses, competitions, and certifications is presented as a strategic approach to enhance the adaptability of talents, centering on student-centered skill learning and capitalizing on the construction of professional groups to augment job relevance. This approach is designed to enhance the quality of vocational programmes, nurture highly skilled technical talents, and contribute to the economic and social advancement of the nation.

Keywords: Major Upgrading, Professional Competence, "Three Educations" Reform

1 Introduction

With the advancement of the "Three Educations" reform, the upgrading of specialties in higher vocational colleges has become a key issue in vocational education. Existing research primarily focuses on the transformation of teachers' roles^[1] and the reform of curriculum content^[2], but lacks systematic strategies.

This study aims to propose a comprehensive strategy centered on enhancing professional qualities, promoting the "Three Educations" reform, and cultivating a craftsman spirit. It emphasizes respecting students' individuality, advocates for teacher-led pedagogical revolution, and suggests integrating positions, courses, competi-

tions, and certifications to improve the quality of vocational education and train high-quality technical talents.

2 Professional Competence: Humanistic Care and Moral Education

2.1 Respect for Life in Vocational Education

In the process of vocational education, we deeply recognize the unique value of each individual. Our goal is to sow seeds of resilience and warmth in students' hearts^[3], enabling them to learn not only skills but also how to be a good person.

2.2 Teachers' Comprehension of Vocational Education

As vocational teachers, we draw wisdom from the "Great Learning" in the "Book of Rites," emphasizing the importance of knowing when to stop, being determined, calm, peaceful, thoughtful, and gaining insight. This is not only about imparting knowledge but also about cultivating character. We guide students to understand and practice these principles to develop their moral judgment and self-cultivation abilities. A Subsection Sample.

2.3 The Fundamental Task of Moral Education

Adhering to the fundamental task of moral education, we employ an eight-step method of education: investigating things, extending knowledge, sincerity, rectifying the heart, cultivating oneself, managing the family and governing the country, and bringing peace to the world^[4]. This method not only cultivates students' political literacy, cultural literacy, and national sentiment but also helps them form a comprehensive worldview and values.

3 Implementing Classroom Revolution: Curriculum Construction and Practice of "Three Educations" Reform

3.1 The Main Force of Classroom Revolution - Teachers

In the burgeoning wave of classroom revolution in the field of education today, teachers undoubtedly bear the heavy responsibility of being the main force, and their role is self-evident. Teachers are not merely limited to being traditional knowledge carriers but also bear the noble mission of enlightening students' wisdom and shaping their souls. Teachers can focus on the following aspects:

Transforming Educational Goals: The educational goal is no longer simply the transmission of knowledge but focuses on comprehensive quality cultivation. Previously, the focus was on rote memorization of knowledge points, but now it is more

about the all-around improvement of students' comprehensive qualities, such as the development of critical thinking, the stimulation of innovative abilities, and the cultivation of team spirit, making students composite talents of the new era.

Stimulating Learning Motivation: Teachers can no longer force students to learn but must awaken the hidden passion for learning within students, guiding them to transcend the pursuit of knowledge quantity and instead explore the thinking methods and value connotations behind knowledge, making learning an active behavior stemming from inner desire.

Innovating Teaching Methods: Problem-oriented teaching encourages students to think actively and seek answers, deepening their understanding of knowledge in the process of solving problems; participatory teaching allows students to truly become the protagonists in the classroom, exercising their communication, expression, and adaptability through active interaction and sharing opinions; project-based teaching allows students to complete project tasks in teams, accumulating practical experience in advance. Teachers use a variety of teaching methods to make the classroom vibrant.

Shaping Educational Culture: Teachers need to carefully create a relaxed and pleasant learning atmosphere, allowing students to truly feel that learning is not a chore, truly realizing the beautiful vision of joyful, easy, and enjoyable learning^[5].

Teachers' Self-Revolution: The realization of all the above cannot be separated from the continuous revolution of teachers themselves. Teachers must always maintain an enterprising heart, keep pace with the times, and continuously update their knowledge reserves and professional skills. Utilizing various digital resources, such as online courses and virtual simulation experiments, breaks the spatial and temporal limitations of teaching, organically integrating the advantages of online and offline teaching, expanding the breadth and depth of teaching^[6]; at the same time, promoting the diversified development of teaching materials, introducing a rich variety of teaching material versions to meet the learning needs of different students, empowering the classroom revolution in all aspects, and assisting students in growing and becoming talents.

3.2 The Foundation of Classroom Revolution - Curriculum Reform

Curriculum reform is the foundation of the classroom revolution, leading the smooth progress of teaching activities. Precisely positioning the role of courses in the professional system and clarifying the corresponding professional positions is crucial. This requires teachers to go deep into the forefront of enterprises, communicate in depth with managers and technical backbones, and gain insight into the details, processes, and skill points of professional positions. For example, in the automotive repair major, it is related to various positions such as automotive repair technicians and automotive beauticians, and the knowledge and skill requirements of each position are quite different. Based on this, promote modularization of courses, break down knowledge into pieces according to tasks, and form clear target modules for easy student learning.

Clarify vocational elements. On the one hand, strengthen professional ethics, literacy, spirit, and culture. Taking the preschool education major as an example, the course highlights the cultivation of teacher ethics, allowing students to understand the mission of nurturing the growth of young children, and conveys the professional spirit of love and patience through classic preschool education stories, immersing them in the professional culture of preschool education while at school. On the other hand, the key to reform is to establish knowledge, ability, and quality goals based on positions, with knowledge goals laying a solid theoretical foundation, ability goals tempering practical skills, and quality goals deepening comprehensive literacy, cultivating skilled talents with both virtue and talent in the new era.

Follow the laws of vocational education, from simple to complex, from easy to difficult, sequence the course content, and form a progressive learning process. Taking the baking major as an example, the beginning focuses on the characteristics of ingredients and the use of basic tools, and then progresses to the production of exquisite pastries and multi-layered cakes, leading students to become professional talents^[7].

3.3 Teachers' Classroom Revolution Attempts in Main Courses

Online course construction is an important attempt and practice for teachers in teaching reform and classroom revolution. This includes: organizing and modularizing content design; writing scripts that highlight key points and address difficulties; co-building with the industry to reflect practical skills in real production scenarios; integrating ideological and political content in the course, demonstrating the silent effect of education; effectively applying the completed course to regular classes, effectively carrying out mixed and flipped teaching activities before, during, and after class; using dynamic and diverse evaluation methods of the course to effectively improve students' learning outcomes, and other key points.

In recent years, participating in the development of hybrid and online courses at the school and provincial levels has been profoundly insightful. Guided by online courses, we have implemented "Three Educations" reform, hybrid teaching, and innovative teaching materials, striving for integration of positions, courses, competitions, and certifications. Our teaching team has engaged in various educational projects, leading to a first-place win in provincial vocational teaching competitions and the authored the "Fifteenth Five-Year Plan" national planning textbook for vocational education, "Design and Guidance of Language Education Activities in Kindergartens." We have secured two online course projects, "Design and Guidance of Kindergarten Activities" (provincial level) and "Preschool Education" (school level), and one provincial-level course for ideological and political education. Additionally, we have guided students in provincial skill and innovation competitions. The implementation of hybrid teaching based on online courses in the "Design and Guidance of Language Activities in Kindergartens" course has significantly improved student learning outcomes, with a 53% increase in activity design ability, a 25% enhancement in implementation skills, and a 98% satisfaction rate in community service activities.

4 Integration of Positions, Courses, Competitions, and Certifications: Enhancing Talent Cultivation Adaptability

4.1 Practice of Integration

The integration of positions, courses, competitions, and certifications is an important way to link industry, majors, and employment, accelerating the shift from "good employment" to "good employment," forming a curriculum system and comprehensive education mechanism centered on vocational ability training. Enhance students' employability, utilize the advanced experience and mature standards of industry-leading enterprises in professional talent training and evaluation. Timely incorporate new technologies, new processes, and new standards into teaching, introduce typical enterprise cases into teaching in a timely manner. Timely integrate the content of vocational qualification certificates and vocational skill level certificates into teaching, enrich and transform the corresponding courses and majors into teaching according to their own actual situation^[8].

4.2 Practice The Principal Facilitators of Skill Acquisition - Students

Students are central to skill learning, with a focus on their overall development. This is shown in key ways:

“Position” (Demand-Oriented): Curriculum design must align with job needs, adhere to occupational standards, and integrate into workflows, ensuring content suits industry demands. “Course” (Practice-Centered): Drive a “classroom revolution” to adapt to student diversity and refine a learner-centered teaching system for better learning. “Competition” (Summit): Set up national, provincial, and institutional competitions to boost course quality and inspire excellence. “Certification” (Frontier): Develop and integrate certificates to embed essential career capabilities, enhancing students’ employment and entrepreneurial prospects.

4.3 The Leveraging the Advantages of Professional Groups

Seize the favorable opportunity of "double high" professional group construction to continuously enhance the applicability of professional talent job demands. This can be approached by:

Building "double-teacher type" teaching teams and constructing integrated theoretical and practical training platforms. Creating a modular course system, strengthening cultural education and the cultivation of the craftsman spirit^[9]. Building a diversified evaluation system, connecting the education and practice of the labor spirit. Utilizing digital empowerment for course system construction to create distinctive features and value.

For example, in the preschool education professional group at the author's institution, the teacher structure is optimized, a teaching innovation team is built, and structured dual-teacher core teachers are cultivated. School-based and off-campus industry-education integration training bases are constructed (such as toy-making training

rooms, Montessori training rooms, childcare centers, etc.). Following the group construction principle of "the same industry background, similar skill fields, and common professional foundations," and according to the "bottom sharing, middle integration, top selection" professional category course system construction approach, a modular course system of "shared module + characteristic module + expansion module" has been established. The integration of positions, courses, competitions, and certifications deepens the approach of "promoting learning through competition, promoting teaching through competition, and promoting reform through competition," integrating vocational college skill competition projects and college student innovation and entrepreneurship competition projects into course teaching. Led by the spirit of educators, the educational culture brand of "cultivating two generations of teachers and casting two generations of teacher spirits" is enhanced. The professional education characteristics and advantages are created. The improvement of normal art education is promoted, improving students' core literacy such as aesthetic perception, artistic expression, and creative practice, advancing cultural inheritance and innovation, highlighting the characteristics of normal education, and creating a new pattern of aesthetic education^[10].

5 Conclusion

This study examines specialty upgrading in higher vocational colleges. It promotes moral cultivation via diverse education. Teachers should become facilitators, aligning modular courses with vocational needs. Integrating job, course, competition, and certification enhances talent alignment with market demands and boosts vocational skills. The study provides insights for educational practice in higher vocational colleges: to prioritize moral education, integrate humanistic and moral education to establish correct values and career views, introduce new technologies like artificial intelligence to optimize teaching, strengthen school-enterprise cooperation, and build a modular curriculum system and diversified evaluation system to improve students' practical skills and employability. Relying on the "Double High" initiative, it aims to develop a "double-teacher type" teaching team to promote high-quality vocational education.

Looking ahead, vocational education should break through traditional models, align with social needs and industry dynamics, and cultivate students' global literacy. In the integration of the "Three Educations" reform and intelligent education, it uses AI and other technologies to drive intelligent, personalized, and precise teaching, fostering versatile talents adaptable to the digital transformation of industries.

Acknowledgement

This work has supported by the Shaanxi Province Education Planning during the 14th Five-year Plan Project (Grant No. SGH22Q245).

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