

The Integration of Traditional Culture Education and Vocational Education in China

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Abstract: Sinochem's Traditional Culture Represents the Unique Spiritual Symbol of the Chinese Nation, and It is the Source of Power for China to Achieve Great Rejuvenation. However, in the Current Vocational Education, There Are Some Problems, Such as Insufficient Emphasis on Traditional Culture Education in Schools, Shortcomings in the Corresponding Teachers, and Limited Accumulation of Students' Traditional Cultural Knowledge. How to Combine Vocational Education with Traditional Cultural Education and Cultivate More Excellent and High-Quality Talents is the Key Problem That Vocational Colleges Need to Think about. in This Context, This Paper Makes a Thorough Analysis of the Significance of Traditional Culture Education to Vocational Education, and Points out That in Future Vocational Education. Schools Should Improve Teachers' Cultural Literacy, Increase the Importance of Traditional Culture Education, and Expand the Channels of Multi-Traditional Culture Education.

1. Introduction

1.1 Literature Review

The goal of vocational education is to cultivate high-quality technical application talents. How to inject the traditional cultural core into vocational education and fully improve students' quality has always been one of the key issues of the education industry. In response to this, many scholars have carried out related research. Shi Weiping pointed out that Chinese traditional culture has rich and excellent factors. In the process of vocational education, the essence of traditional culture should be combined with professional skills to achieve the goal of talent cultivation with both ability and political integrity (Shi, 2013). Taking medical students as an example, Cui Xiaoyan pointed out that medical schools need to strengthen traditional Chinese culture education, but in the process of learning, critical inheritance needs to be achieved, rather than full acceptance (Cui, 2017). Zhang Qian believes that as an important part of higher education, vocational education is responsible for cultivating high-quality technical and applied talents for the country. Although China's vocational education has made remarkable progress in recent years, there are certain shortcomings in terms of cultural quality (Zhang, 2018). Han Yanfang pointed out that Chinese traditional culture is of great significance to the cultivation of talents in vocational colleges. In the teaching process of vocational colleges, we should actively innovate cultural and educational activities, increase the intensity of traditional culture, and build a new environment for traditional cultural education (Han, 2019). . Jiang Yanping pointed out that in the field of vocational education, most colleges pay insufficient attention to traditional cultural education. At present, most students have little accumulation of traditional cultural knowledge and cannot truly inherit Chinese excellent traditional cultural knowledge. In this context, Jiang Yanping explored the specific ways of integrating traditional cultural knowledge into vocational education around the problems in vocational education (Jiang, 2019).

1.2 Purpose of the Study

Chinese traditional culture is the precious spiritual wealth of the Chinese nation. It is also a strong cultural support for the great rejuvenation of the Chinese nation. However, combing the existing literature, we can see that in the process of vocational education training, there is a

widespread phenomenon of “emphasizing skills, ignoring culture”, which hinders the cultivation of high-quality technical application-oriented talents. In the current vocational education, schools do not attach enough importance to traditional cultural education, lack of corresponding teachers and students' interest. In view of this, it is of great practical significance to explore how to combine traditional Chinese culture education with vocational education.

2. The Significance of Traditional Culture Education to Vocational Education

For contemporary college students, it is of great significance to integrate traditional culture education into vocational education (Zhong, 2019). First of all, Chinese traditional culture contains rich patriotic resources. In Confucianism, which has been spreading for thousands of years, patriotism is also regarded as the core idea. By interpreting Chinese traditional culture in detail, teachers can help students understand the stories of outstanding Chinese patriots in history and stimulate students' patriotic enthusiasm. In this process, students can also deepen their understanding of patriotism and understand their historical responsibilities, so as to make greater efforts in skill learning.

Secondly, in Chinese traditional culture, there are such contents as “Tianxing Jian, Gentlemen constantly strive for self-improvement” and so on. Self-discipline and self-reflection have always been an important viewpoint advocated by Chinese culture. Spreading this kind of traditional Chinese culture in vocational education is helpful to improve students' personality accomplishment. For example, the spirit of benevolence proposed by Confucianism in China is helpful to cultivate students' moral sentiment of being helpful and to promote the positive development of social atmosphere. Another example is that Chinese traditional culture pays special attention to “etiquette” and gives suggestions on the relationship between different people, which can exercise the concept of “getting along with people” of Vocational College students.

Finally, we should learn traditional cultural knowledge and improve students' professional quality. After students go to work, professional quality is one of the preconditions for their good development. The spirit of craftsmen in traditional culture, the spirit of perfection and the spirit of dedication to research are of great significance to the cultivation of students' professional quality. Only by inheriting the spirit of Chinese craftsmen and improving their professional accomplishment can students make greater contributions to the road to a powerful country.

3. The Existence of Traditional Culture Education in Vocational Education

3.1 Insufficient Attention to Traditional Culture Education in Schools

In recent years, under the influence of social pragmatism and utilitarianism, the phenomenon of “emphasizing skills while neglecting humanities” has prevailed in Vocational Education (Sun and Sun, 2018). Compared with the training of students' comprehensive quality, schools pay more attention to the training of visible working skills. Many teachers believe that the main task for students to enter the school is to master a skill and help them find a good job. This situation directly leads to the difficulty of implementing traditional culture education in Colleges and universities and achieves substantial results. Some schools have offered relevant courses, but the corresponding credit proportion is very light, which is not attractive to students. The feedback from employers in recent years also shows that vocational colleges do not lack skilled personnel, but comprehensive talents with both technical and humanistic qualities.

3.2 There Are Obvious Shortcomings in the Teaching Staff of Traditional Culture Education.

At this stage, the teachers of vocational colleges are mainly young teachers. From the perspective of cultural accumulation, there is a certain time to precipitate themselves. Moreover, when schools attract external teachers, the main consideration is often the teacher's academic qualifications. Social experience and so on, the assessment of traditional culture is almost zero, and most of the positions recruited are professional and skilled teachers. At the same time, there is also a vacuum in the training of teachers in traditional cultural concepts. However, the knowledge of

cultural reserve cannot be quickly developed. If teachers have problems in their own cultural reserve, it is difficult for students to be convinced, thus losing the possibility of bringing students into the field of traditional culture. In short, there are obvious shortcomings in the teaching staff of traditional culture education in schools. Whether it is external selection or internal education, there is a lot of room for improvement.

3.3 The Accumulation of Students' Traditional Cultural Knowledge is Limited.

Compared with undergraduate colleges, students in higher vocational colleges have limited accumulation of traditional cultural knowledge and generally low interest. The specific reasons are as follows: First, in traditional culture education, schools mainly adopt classroom teaching, and the form of activities is very single. Even if there are changes, they only hold several lectures to publicize. It is difficult to attract students' interest in a single form of teaching, which may even lead to their feelings of opposition. Secondly, the students' interest in active learning is not strong. Few students will spontaneously read the Book of Songs, the four masterpieces, Tang and Song poems, and so on. The study of the more difficult Analects of Confucius and the Golden Mean is even rarer. In addition, the West is more popular among students, and the acceptance of traditional culture needs to be improved, which leads to low interest in learning and lack of motivation for cultural accumulation.

4. The Integration of Traditional Culture Education and Vocational Education in China

4.1 Increase the Emphasis of Schools on Traditional Cultural Education and Improve Teachers' Cultural Literacy

Vocational colleges should be aware that the cultivation of students should not be limited to the vocational education section, but should also include cultural education. In other words, the school not only bears the responsibility of training students' labor skills, but also has the mission of inheriting Chinese traditional culture. Specifically, in the orientation of running a school, the school should take traditional cultural education as one of its core elements and incorporate it into the long-term development plan. Through the design of a systematic and interesting curriculum education system, it is added to the culture and education. When introducing advanced education talents in schools, consider hiring some talents with deep cultural knowledge. The traditional cultural education theme is students, but the dominant one is the teacher. Institutions of higher education must first have a good cultural literacy in order to lead by example and do a good job in cultural education. To this end, the school can regularly organize corresponding training, taking cultural literacy as one of the indicators to judge the teacher's business ability, and promote its spontaneous improvement of traditional cultural knowledge reserves. Adhere to the traditional cultural education to supplement the classroom teaching, so as to improve the cultural quality of students.

4.2 Expanding the Channels of Multicultural Traditional Culture and Enriching the Form of Teaching Activities

The single teaching mode of traditional culture education is difficult to really attract students. To this end, vocational colleges need to expand the channels of multi-traditional cultural education on the existing basis and fully enrich the form of teaching activities. The traditional cultural education work is closely integrated with the daily life of students, focusing on practical results. For example, in the new military training, traditional cultural education involving patriotism is carried out. Make full use of the school library, develop a library of traditional culture, and guide students in a targeted manner. In terms of the school's Internet official website and related self-media platforms, students should also be provided with online learning resources. Encourage students to enter memorial halls and museums in the practical activities of student unions and various associations. Let students experience the unique charm of traditional culture in practice. In the course design, subject education activities can be carried out according to the actual needs and interests of students to

improve the effectiveness of teaching. Moreover, the school can carry out corresponding exchange meetings for traditional Chinese cultural festivals such as the Spring Festival, and guide students to experience the historical and cultural knowledge contained in the festival. Finally, carry out poetry reading contests, debates, theater festivals and other activities, and set up a series of rewards to attract students to participate, so that students can experience the essence of traditional culture in actual participation.

4.3 Focus on Career Planning and Strengthen Traditional Culture Education and Subject Relevance

One of the main reasons for the poor effect of Chinese traditional culture education is that students, teachers and schools pay more attention to skills development and believe that traditional cultural knowledge has a limited role in future development. Therefore, in the process of carrying out Chinese traditional culture education in schools, it is necessary to link them with the professional disciplines of students and to carry out overall planning and design centering on student career planning. When students enter school, they should be guided to position themselves and help them establish goals. Traditional cultural education is a task that needs to be carried out throughout the university. Among them, the craftsmanship can be one of the core concepts that the school conveys to students. The vocational education curriculum has the characteristics of covering many industries and professional courses. The teachers need to do their homework before the class to integrate the relevant disciplines with the craftsman spirit. It should be noted that it is not only the stories in ancient times that can convey traditional cultural knowledge, but people and things that happen in the contemporary era and reflect excellent traditional culture can be used as case studies.

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