

# The "Five-in-One" Promotion Strategy for the Teaching of Ideological and Political Theory Courses in Higher Vocational Colleges

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## Abstract

As the core position for cultivating high-quality technical and skilled talents, higher vocational colleges shoulder the important mission of delivering virtuous and talented builders and successors for the socialist modernization drive. The course Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era (hereinafter referred to as the "New Thought" course), as the core carrier of ideological and political education, its teaching effectiveness is directly related to the cultivation of young students' political literacy, the shaping of values and the development of professional ethics. Under the multiple backgrounds of the categorized reform of vocational education and the construction of the new "Double High Plan", the teaching of the "New Thought" course in higher vocational colleges has achieved certain results, but still faces prominent problems such as insufficient transformation of teaching content, weak innovation in teaching methods, lack of students' subjectivity, and disconnection between theory and practice. This paper systematically explores the practical path to improve the teaching effectiveness of the "New Thought" course in higher vocational colleges from five dimensions: the reconstruction of teaching content, the innovation of teaching methods, the expansion of teaching fields, the reform of assessment and evaluation, and the construction of teaching staff. By reconstructing the teaching content system of "political guidance - vocational orientation - life connection", innovating the teaching method of "reasoning - empathy - practice", expanding the teaching field of "classroom - campus - society", reforming the assessment and evaluation system of "process - result - development", and strengthening the construction of the teaching staff with "theory - teaching - practice" capabilities, we can effectively solve the prominent problems existing in the current teaching of the "New Thought" course in higher vocational colleges and enhance the pertinence, attractiveness and appeal of teaching.

## Keywords

Higher vocational colleges; Ideological and Political Theory Courses ; Five-in-One

## 1. Introduction

General Secretary Xi Jinping emphasized that Ideological and political courses are the key courses for implementing the fundamental task of fostering virtue through education, and their role is irreplaceable. On the new journey of comprehensively building a modern socialist country, as the main channel for disseminating the latest achievements of Marxism adapted to Chinese context, the core goal of the "New Thought" course in higher vocational colleges is to guide students to deeply understand the spiritual essence and core connotation of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, strengthen the "Four Self-Confidences", and establish a correct world outlook, outlook on life and values. With the in-depth advancement of the new "Double High Plan", the state has put forward new requirements

of "high-level school-running capacity and high-quality industry-education integration" for the cultivation of talents in higher vocational colleges, which not only emphasizes students' professional skills, but also pays more attention to the all-round improvement of their ideological and political quality and comprehensive literacy.

However, the current teaching still has many problems that are incompatible with the development of the times and students' needs. Some teachers have lagging teaching concepts and directly transform the textbook system into teaching content, leading to the generalization and abstraction of theoretical explanation; the teaching methods are still dominated by traditional lecturing, lacking interactivity and experience, which is difficult to stimulate students' learning interest; the course content is not closely combined with students' professional development, career planning and real life, resulting in insufficient classroom gain for students; the assessment and evaluation methods are single, focusing on results over process, which is difficult to fully reflect students' ideological transformation and ability improvement. The existence of these problems has seriously restricted the full play of the soul-fostering and educating function of the "New Thought" course, and it is urgent to explore effective optimization strategies from both theoretical and practical levels. Based on this, this paper, focusing on the type characteristics of higher vocational education and students' cognitive laws, constructs a "Five-in-One" promotion system of "content reconstruction - method innovation - field expansion - evaluation reform - teacher empowerment", providing theoretical reference and practical reference for improving the teaching effectiveness of the "New Thought" course in higher vocational colleges.

## **2. Core Connotation and Practical Significance of the Teaching Effectiveness of the "New Thought" Course in Higher Vocational Colleges**

### **2.1. Core Connotation**

Teaching effectiveness refers to the actual effects and values produced by teaching activities in the process of achieving the preset teaching goals, which is specifically reflected in the organic unity of three dimensions: knowledge imparting, ability training and value guidance. The teaching effectiveness of the "New Thought" course in higher vocational colleges has distinct characteristics of vocational education, and its core connotation includes: first, in the knowledge dimension, students can accurately grasp the theoretical system, core connotation and practical requirements of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and understand the internal logic of the major principles and policies of the Party and the country; second, in the ability dimension, students can use scientific theories to analyze social hot issues, solve ideological puzzles in career development, and improve logical thinking ability and practical innovation ability; third, in the value dimension, students can firm their belief in Marxism, faith in socialism with Chinese characteristics and confidence in the great rejuvenation of the Chinese nation, integrate personal career development into the overall national development, and form correct professional ethics and social responsibility.

### **2.2. Practical Significance**

First, it is an inevitable requirement for implementing the fundamental task of fostering virtue through education. The essence of higher vocational education is to cultivate high-quality technical and skilled talents with "integrated moral and technical education and combination of work and study". As the core course of ideological and political education, the "New Thought" course is directly related to the effective implementation of the fundamental task of fostering virtue through education. By improving teaching effectiveness, we can help students establish

a correct value orientation while mastering professional skills, realizing the organic unity of "cultivating skills" and "cultivating morality".

Second, it is a practical need to adapt to the talent cultivation of the new "Double High Plan". The new "Double High Plan" emphasizes the cultivation of high-quality skilled talents adapted to the development needs of new productive forces, which not only requires students to have excellent professional skills, but also a firm political stance, a strong spirit of innovation and good humanistic literacy. Through strengthening value guidance, the "New Thought" course can inject spiritual motivation into students' career development and enhance the adaptability and competitiveness of talent cultivation.

Third, it is an important guarantee for coping with complex social trends. At present, diverse social trends interweave and surge, and young students are faced with many ideological puzzles and value choices. By improving teaching effectiveness, the "New Thought" course can help students enhance their theoretical discrimination ability, consciously resist the erosion of wrong trends, and maintain a correct life direction in the complex social environment.

### **3. Practical Dilemmas and Cause Analysis of the Teaching Effectiveness of the "New Thought" Course in Higher Vocational Colleges**

#### **3.1. Practical Dilemmas**

##### **3.1.1. Insufficient transformation of teaching content and misalignment between supply and demand**

Some teachers have a weak sense of problems and fail to effectively promote the transformation from the textbook system to the teaching system. The teaching content has the phenomenon of "emphasizing three aspects and neglecting three others": emphasizing the integrity of the theoretical system while neglecting students' cognitive acceptability; emphasizing the interpretation of policy provisions while neglecting the response to practical problems; emphasizing the teaching of general content while neglecting the integration of professional characteristics. The iteration of textbook content is not synchronized with the major strategic deployments of the country, and the teaching cases are outdated, which is difficult to respond to students' attention to practical issues such as social hotspots and career development.

##### **3.1.2. Weak innovation in teaching methods and lack of interactive experience**

Most teachers still adopt the traditional "cramming" teaching mode. Although some classrooms introduce video playing, classroom questioning and other forms, they lack in-depth interactive design. The teaching methods fail to fully consider the concrete and situational cognitive characteristics of higher vocational students, and the explanation of abstract theories is disconnected from students' professional skill learning and vocational practice, leading to low classroom participation and weak learning interest of students.

##### **3.1.3. Restricted students' subjectivity and weak value identity**

In classroom teaching, teachers' leading role is overly prominent, and students' subjectivity fails to be effectively exerted. The design of teaching activities is divorced from students' real life and professional scenarios, and the classroom questions are beyond students' theoretical level, making it difficult for students to participate. Some students regard the "New Thought" course as a course that "can be mastered by recitation", with utilitarian learning motivation and lack of internal learning drive, making it difficult to realize the transformation from "passive acceptance" to "active internalization".

### **3.1.4. Formalization of practical teaching and poor transformation from knowledge to practice**

The practical teaching link has the problem of "emphasizing form over effectiveness". Practical activities are lack of in-depth connection with classroom theoretical teaching, and most of them are simple forms such as visiting red education bases and community services, failing to guide students to use theoretical knowledge to analyze and solve practical problems. Practical teaching lacks systematic design and process guidance, resulting in students' difficulty in transforming theoretical knowledge into practical ability and values.

### **3.1.5. Single assessment and evaluation and weakened guiding function**

Assessment and evaluation are still dominated by final exams, focusing on the examination of knowledge memory, while neglecting the comprehensive evaluation of students' ideological transformation, ability improvement and behavior development. The evaluation indicators lack pertinence and diversification, and the process factors such as students' classroom performance, practical participation and ideological changes are not fully reflected, leading to the evaluation results being difficult to reflect the actual teaching effect and unable to effectively guide students to pay attention to the improvement of comprehensive quality.

## **3.2. Cause Analysis**

### **3.2.1. Lagging teaching concepts and weak awareness of value guidance**

Some teachers have an insufficient understanding of the political attribute and educational value of the "New Thought" course, equating it with general knowledge courses, and focusing on knowledge imparting while neglecting value guidance in teaching. In addition, some teachers overly cater to students' utilitarian needs, weakening the ideological infiltration function of the course, leading to teaching falling into the misunderstanding of "emphasizing form over content".

### **3.2.2. Uneven quality of teaching staff and to-be-improved teaching ability**

There is a problem of uneven theoretical literacy and teaching ability in the team of ideological and political teachers in higher vocational colleges. Some teachers lack systematic Marxist theoretical training and have an in-depth understanding of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era; at the same time, teachers lack practical experience in industry and enterprises, making it difficult to organically combine theoretical knowledge with professional scenarios, resulting in poor teaching pertinence.

### **3.2.3. Students' cognitive biases and insufficient internal learning motivation**

Some higher vocational students have the cognitive misunderstanding of "emphasizing skills over ideological and political education", believing that ideological and political courses have nothing to do with professional learning and career development, and their learning enthusiasm is not high. At the same time, students have active thinking but weak theoretical foundation, and are prone to resistance when facing abstract political theories, making it difficult to form a sustained learning motivation.

### **3.2.4. Insufficient teaching resources and imperfect collaborative education mechanism**

The integration of social resources required for the construction of the "Great Ideological and Political Course" is insufficient. The cooperation between schools and enterprises, communities, red education bases and other parties is not in-depth, and the resources for practical teaching are scarce. The awareness of collaborative education among various departments in the school is not strong, and the phenomenon of "separation between ideological and political courses and professional courses" still exists, failing to form a joint force for education.

## **4. Strategies for Improving the Teaching Effectiveness of the "New Thought" Course in Higher Vocational Colleges**

### **4.1. Reconstruct Teaching Content: Build a Trinity System of "Political Guidance - Vocational Orientation - Life Connection"**

Teaching content is the core of improving teaching effectiveness, which must be based on the cognitive laws and career development needs of higher vocational students to promote the transformation from the textbook system to the teaching system and from the knowledge system to the value system.

#### **4.1.1. Strengthen problem orientation and build a precise problem chain**

With collective lesson preparation as the carrier, organize ideological and political teachers, professional course teachers and industry experts to participate together, thoroughly study the connotation of textbooks and students' ideological reality, sort out the core problems of students in ideal and belief, career planning, life puzzles and other aspects, and construct a problem chain of "basic theory - practical problems - practical application". For example, around the theme of "high-quality development", design a problem module of "scientific and technological innovation and the spirit of great craftsmen" for science and engineering students, and a problem module of "service industry and honest operation" for liberal arts students, making theoretical explanation more targeted.

#### **4.1.2. Integrate professional characteristics and realize the integration of post, course and ideological and political education**

Based on the characteristics of different professional groups, develop modular teaching content, and organically combine Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era with professional skills and professional ethics. For the equipment manufacturing major, integrate the strategy of "manufacturing power" and cases of great craftsmen to strengthen the cultivation of professional dedication and innovative awareness; for the modern service industry major, combine the practice of rural revitalization and community governance to cultivate students' service awareness and social responsibility; for the computer major, convey the concept of the rule of law and social responsibility around ethical issues such as data security and algorithm fairness.

#### **4.1.3. Keep pace with the times and enrich vivid teaching cases**

Timely transform the major principles and policies of the Party and the country, social hot events and industry development achievements into teaching cases to enhance the times and appeal of teaching content. For example, combined with the development of new productive forces, introduce innovative cases in the fields of new energy vehicles and artificial intelligence; around common prosperity, share typical practices in rural revitalization; in view of the employment problem of young people, interpret national employment policies and industry development trends to help students establish a correct view of career.

#### **4.1.4. Be close to real life and strengthen humanistic care**

Pay attention to the actual puzzles in students' life, and combine teaching content with life scenarios such as interpersonal relationships, learning planning and consumption concepts. For example, explain the spirit of collectivism through cases of dormitory relationship handling; guide students to establish a correct view of struggle combined with issues concerned by students such as upgrading from college to undergraduate and vocational qualification certification; improve students' awareness of the rule of law and self-protection ability through anti-fraud case teaching.



## **4.2. Innovate Teaching Methods: Practice the Triple Approach of "Reasoning - Empathy - Practice"**

The innovation of teaching methods directly affects the teaching effect, which must adhere to the unity of "convincing with reason, moving with emotion and guiding with action", and build a diversified and interactive teaching mode.

### **4.2.1. Deepen the art of "reasoning" and enhance theoretical persuasion**

Following the fundamental requirement that the essence of ideological and political courses is to reason, use methods such as logical deduction, academic analysis and historical tracing to explain abstract theories in a thorough, in-depth and vivid way. Through the way of "theory + case" and "principle + data", reveal the historical heritage, theoretical logic and practical foundation of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. For example, when explaining the concept of "a community with a shared future for mankind", combine specific projects and data in the construction of the "Belt and Road" to let students understand its era value and practical significance.

### **4.2.2. Strengthen the design of "empathy" and enhance emotional resonance**

Use the triple mechanism of emotional empathy, cognitive empathy and behavioral empathy to build a bridge of emotional communication between teachers and students. Stimulate students' emotional identity by telling the struggling stories of revolutionary predecessors, models of the times and industry pioneers; carry out activities such as career navigation and mental health intervention combined with students' career development puzzles to realize cognitive empathy; organize students to participate in practical activities such as voluntary services and social surveys to promote behavioral empathy. For example, invite outstanding alumni in the industry to share their career growth experience, allowing students to understand the practical value of theories in emotional resonance.

### **4.2.3. Innovate interactive teaching and activate students' subjectivity**

Adopt interactive teaching methods such as topic debate and project-based learning to break the traditional one-way mode of "teachers speak and students listen". For example, organize students to hold a debate competition around the topic of "the responsibility of young people in scientific and technological innovation"; design projects such as "community service scheme design" and "industry development research" combined with professional practice, allowing students to deepen their theoretical understanding in team cooperation; use flipped classrooms to let students explain teaching cases in groups and improve their autonomous learning ability.

### **4.2.4. Promote digital empowerment and create immersive teaching scenarios**

Make full use of modern information technology to expand the diversity and interest of teaching methods. Restore red historical scenes and major project construction sites through VR/AR technology to provide students with an immersive experience; use online teaching platforms to release course resources and organize interactive discussions to realize online and offline mixed teaching; use short videos, animations, micro films and other forms to visualize and vivid abstract theories and enhance teaching attractiveness. For example, produce a series of short videos of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era Around Us to show the effectiveness of policy implementation and the changes of the times around students.

## **4.3. Expand Teaching Fields: Build a Trinity Pattern of the "Great Ideological and Political Course" of "Classroom - Campus - Society"**

The construction of the "Great Ideological and Political Course" requires breaking classroom boundaries, organically combining theoretical teaching with social practice, and building a multi-dimensional and three-dimensional teaching field.

#### **4.3.1. Consolidate the main position of the classroom and enhance the depth of teaching**

Optimize the organizational form of classroom teaching, organically integrate theoretical explanation, interactive discussion, case analysis, group presentation and other links to create a classroom with "depth, temperature and strength". Pay attention to the creation of classroom atmosphere, encourage students to ask questions boldly and think actively, and form a good situation of equal dialogue between teachers and students and mutual learning through teaching and learning. For example, set up a classroom link of "hot spot analysis" to guide students to use theoretical knowledge to analyze social hot issues and improve their critical thinking ability.

#### **4.3.2. Activate the campus education field and strengthen environmental edification**

Combine the teaching of the "New Thought" course with the construction of campus culture and student management to create an atmosphere of education for all. Use campus radio, publicity boards, new media platforms and other carriers to publicize the core content and practical achievements of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era; organize campus activities such as "Red Culture Festival" and "Great Craftsmen Entering Campus" to strengthen value guidance; integrate ideological and political education into daily student management, and cultivate students' collectivist spirit and sense of rules through the construction of dormitory culture and the guidance of community activities.

#### **4.3.3. Expand the social big classroom and promote the unity of knowledge and practice**

Fully integrate social resources, establish stable practical teaching bases, including red education bases, community service centers, industry enterprises, etc., and organize students to carry out a variety of social practice activities. For example, organize students to go to red education bases for on-site teaching, review revolutionary history and inherit the red gene; cooperate with communities to carry out voluntary services, policy publicity and other activities, allowing students to experience social responsibility in practice; conduct in-depth research in industry enterprises to understand the current situation of industry development and national policy orientation, and integrate personal career development with national needs.

#### **4.3.4. Strengthen practical reflection and promote theoretical internalization**

Establish a closed-loop mechanism of "practice - reflection - improvement" to guide students to conduct in-depth reflection after practice. Through forms such as writing practical reports, holding sharing and exchange meetings, and organizing achievement displays, let students summarize the gains and deficiencies in practice, and deepen their understanding and application of theoretical knowledge. For example, after community service practice, organize students to share service experiences and discuss how to use theoretical knowledge to solve practical problems, realizing the transformation from practical experience to ideological sublimation.

### **4.4. Reform Assessment and Evaluation: Establish a Three-dimensional Evaluation System of "Process - Result - Development"**

Assessment and evaluation is the "baton" of teaching, which must break the single evaluation mode and build a comprehensive evaluation system that can fully reflect students' ideological changes, ability improvement and behavior development.

#### **4.4.1. Improve evaluation indicators and highlight value guidance**

Construct a trinity evaluation index system of "knowledge mastery - ability improvement - value identity", in which knowledge mastery accounts for 40%, including theoretical knowledge understanding and policy and regulation grasp; ability improvement accounts for 30%, including logical thinking ability, practical innovation ability and oral expression ability; value identity accounts for 30%, including political stance, professional ethics and social

responsibility. For students of different majors, the weight of evaluation indicators can be appropriately adjusted to enhance the pertinence of evaluation.

#### **4.4.2. Enrich evaluation methods and pay attention to process evaluation**

Adopt a diversified evaluation method of "usual performance + practical achievements + final assessment", in which usual performance accounts for 30%, including classroom participation, online interaction and homework completion; practical achievements account for 30%, including social practice reports, project achievements, voluntary service hours and performance; final assessment accounts for 40%, adopting open-book examinations, thesis writing, case analysis and other forms, focusing on examining students' theoretical application ability. For example, for the evaluation of practical achievements, a comprehensive score can be given by combining students' practical reports, evaluations from service objects and mutual evaluation among teams.

#### **4.4.3. Strengthen evaluation feedback and promote teaching improvement**

Establish a normalized evaluation feedback mechanism, and timely collect students' opinions and suggestions on teaching content, teaching methods and teaching effects through questionnaires, student forums, teachers' teaching reflection and other forms. Closely combine the evaluation results with teaching reform, and timely adjust teaching strategies and optimize teaching content and methods in view of the problems found in the evaluation, forming a virtuous circle of "evaluation - feedback - improvement".

#### **4.4.4. Introduce multiple evaluation subjects and enhance the objectivity of evaluation**

Construct a multi-evaluation subject system of "teacher evaluation - student self-evaluation - student mutual evaluation - social evaluation", breaking the limitation of single teacher evaluation. Teacher evaluation focuses on the effect of professional guidance and value guidance; student self-evaluation and mutual evaluation focus on self-cognition and mutual promotion in the learning process; social evaluation can evaluate students' practical ability and social responsibility through feedback from practical units and service objects. For example, in the social practice link, invite practical units to evaluate students' performance as an important basis for the evaluation of practical achievements.

### **4.5. Strengthen Teacher Empowerment: Build a Trinity Teaching Team of "Theory - Teaching - Practice"**

Teachers are the key to improving teaching effectiveness, so it is necessary to strengthen the construction of the ideological and political teaching team and improve teachers' theoretical literacy, teaching ability and practical level.

#### **4.5.1. Strengthen theoretical research and training and improve theoretical foundation**

Establish a normalized theoretical learning mechanism, and organize ideological and political teachers to systematically study the basic principles of Marxism, Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, as well as the major principles and policies of the Party and the country. Through special training, academic seminars, expert lectures and other forms, help teachers deeply understand the spiritual essence and practical requirements of the theory, and enhance the theoretical depth and political height of teaching. Encourage teachers to participate in research on ideological and political topics, promote teaching through scientific research, and improve the ability of theoretical application.

#### **4.5.2. Improve teaching ability and innovate teaching methods**

Carry out teaching skill training and exchange activities, including training in teaching design, courseware production, interactive teaching skills, digital technology application and other aspects. Organize teachers to participate in teaching competitions, demonstration class observation and other activities, learn advanced teaching experience, and improve the ability



of teaching innovation. Establish a "mentor-mentee" mechanism to give play to the demonstration and leading role of excellent teachers and help young teachers grow up quickly.

#### **4.5.3. Strengthen practical training and enhance teaching pertinence**

Encourage ideological and political teachers to conduct practical research in industry enterprises and community grass-roots units, understand the development trend of the industry, the employment needs of enterprises and social practical problems, and accumulate vivid teaching cases and practical experience. Organize teachers to participate in voluntary services, temporary training and other activities to enhance their sense of social responsibility and practical ability. Promote the exchange and cooperation between ideological and political teachers and professional course teachers and industry experts, and improve teachers' ability to combine theoretical knowledge with professional scenarios.

#### **4.5.4. Improve the incentive mechanism and stimulate teaching vitality**

Establish a scientific and reasonable teacher evaluation and incentive mechanism, incorporate teaching effect, scientific research achievements, practical performance and other aspects into the evaluation system, and give recognition and rewards to excellent teachers. Link teaching achievements with professional title evaluation, salary promotion, evaluation and selection of advanced models, etc., to stimulate teachers' teaching enthusiasm and creativity. Increase investment in ideological and political course teaching resources, and provide necessary funding and conditions for teachers to carry out teaching reform and practical teaching.

## **5. Conclusion and Prospect**

With the continuous development of vocational education, the teaching reform of the "New Thought" course in higher vocational colleges still needs to be continuously deepened. On the one hand, it is necessary to strengthen the research on differentiated teaching for students of different majors and grades, and formulate more targeted teaching plans; on the other hand, it is necessary to make full use of modern information technologies such as artificial intelligence and big data to promote the innovation and upgrading of teaching modes; at the same time, it is necessary to further improve the collaborative education mechanism, integrate internal and external school resources, and form a good ecology of education for all staff, the whole process and all-round education. Only in this way can we truly give play to the soul-fostering and educating function of the "New Thought" course, cultivate more new-era technical and skilled talents with firm political belief, profound feelings for the country and excellent professional skills, and provide a solid talent support for realizing the Chinese Dream of the great rejuvenation of the Chinese nation.

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