

A Study of Professional Teaching and Cultural Self-Confidence in Vocational Education

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Abstract: Through reforming the educational concept, this paper explores the relationship between professional knowledge and classic culture in vocational education, explores paths and methods which can integrate professional teaching with cultural self-confidence education, and analyzes students' learning effects of cultural self-confidence education in the process of professional classroom teaching. The research shows that the implementation of cultural self-confidence education in professional classroom teaching plays a good role in promoting the comprehensive quality of higher vocational talents.

1. Introduction

General Secretary Jinping Xi said that without a high degree of cultural self-confidence and the prosperity of culture, the great rejuvenation of the Chinese nation will not be realized. Under the background of cultivating the cultural self-confidence and the requirements of the Party and the state for the development of youth, cultivating and improving students' cultural self-confidence in vocational colleges has become an inevitable trend. Through studying the cultural self-confidence education in the classroom of higher vocational education, the paper explores paths and methods which can integrate professional teaching with cultural self-confidence education, and analyzes students' learning effects of cultural self-confidence education in the process of professional classroom teaching. The research shows that implementing cultural self-confidence education in professional classroom teaching plays a good role in promoting the comprehensive quality of higher vocational talents. College students are important force to improve cultural self-confidence. It is of great practical significance to improve students' cultural self-confidence in combination with professional teaching in higher vocational colleges. ^[1] The implementation of cultural self-confidence should avoid formalization and verbalization. It should be truly implemented in the daily front-line teaching. According to the teaching contents of different majors, teachers should refine, process and integrate practical teaching methods, so that the power of cultural self-confidence can be deeply rooted in students' mind. It is also the real significance of this study.

Vocational schools are not only the place of teaching skills, but also the position of cultural education. To carry out socialist cultural education and inherit excellent traditional Chinese culture in the classroom can improve students' cultural self-confidence. Through learning, students can understand the role of culture, establish correct attitude towards various cultures, and consciously devote themselves to the construction of socialist culture. The objectives, contents, approaches and methods of education are not clear; the education is not systematic and scientific enough. This research systematically studies the combination of acquiring professional knowledge and skills and improving students' cultural self-confidence in higher vocational colleges for the first time; it is a pioneer in this field.

2. The Advantages of Enhancing Cultural Self-Confidence in Professional Classroom

Vocational colleges have carried out the cultivation of cultural self-confidence in ideological courses as well as college Chinese classes. But in vocational education institutions, professional courses occupy an absolutely dominant position; they have the most class hours and received the

most attention from teachers or students. Therefore, professional courses are undoubtedly an important position for the cultivation of cultural self-confidence. It is very important to study the integration of classroom teaching and cultural self-confidence. The effective integration of professional teaching and cultural self-confidence in the classroom can broaden students' knowledge vision, and promote the efficiency of acquiring professional knowledge. While acquiring professional skills and knowledge, students can be more firm in respecting our traditional culture, and improve the height of cultural self-confidence. The teaching reform of professional courses is planned to implement cultural self-confidence in the professional teaching of all departments of Xinxiang Vocational and Technical College. Taking the art major, the architecture major, the cooking major and the clothing design major as examples, and combining with the characteristics of these majors, this paper studies and reforms corresponding teaching methods, so as to integrate professional teaching with cultural self-confidence, and realize the cultural self-confidence in vocational education.

On one hand, many specialties in higher vocational education contain excellent traditional Chinese culture. For example, the diet culture, music culture, architectural culture and martial arts culture all embody the essence of Chinese culture. In combination with the teaching contents of each major in higher vocational education, deepening and implementing the research on cultural self-confidence in the front-line classroom teaching is conducive to cultivating a group of high-quality talents with high cultural self-confidence, giving full play to the advantages of vocational education in training talents for the country, and delivering high-quality elites with excellent political ideology and technology skills for the country.^[2] On the other hand, the cultivation of cultural self-confidence can change the boring professional classroom teaching. The essence of Chinese culture is rich in contents, diverse in forms and infinite in charm. It needs professional teachers to constantly enrich cultural self-cultivation and transmit cultural classics in their professional classes. The process can't be done overnight. The cultivation needs to be carried out in the daily teaching of each major. With constantly practice and innovation, the classroom teaching of higher vocational education can become a solid position to promote cultural confidence. At present, professional classroom teaching mainly focuses on explaining professional knowledge and skills. But the professional knowledge of the subject is relatively concentrated, so it is inevitable that the classroom learning is relatively boring, which will affect the attention of students. As a result, the learning effects are greatly lower than the expectations of teachers. In the long run, it is bound to lead to the development of vocational education and teaching. If teachers broaden their horizons and make full use of excellent traditional cultural classics to enrich classroom teaching, they will open a new door for professional classroom teaching. Because those professional skills are the crystallization of human history and culture, and reflect the essence of self-confidence of our national culture. Knowledge culture and skill culture are branches of Chinese culture. We should combine ancient Chinese civilization, excellent traditional culture, cultural self-confidence and other educational elements into the professional classroom, bring them into the syllabus, and integrate patriotism as well as national feelings into the teaching of professional courses. The "culture self-confidence training" should run through the whole process of education and teaching, including the professional curriculum plan, the curriculum standard, the teaching plan, the lesson preparation and the teaching evaluation, so as to stimulate young students' patriotism and national pride, and achieve results in the professional classroom.

3. Measures to Implement Cultural Self-Confidence in Professional Classroom

In the professional classroom teaching, we should renew the teaching idea and thinking pattern. First of all, we should consider the angle, content and method of integrating professional knowledge with cultural confidence, which is indispensable. We can't adopt the method of simple stretching; we need to open our mind to actively seek a stable lead-in method, so that vocational skills and cultural self-confidence education can be linked and complement each other. This requires teachers to play their active and creative spirit, and use their wisdom and skills to complete the task of blending the two cultures in a simple way. The application and introduction of each technology can

be traced back to the historical period when the technology appeared.^[3] While explaining the history of development, teachers can introduce cultural classics, so that professional knowledge can be integrated into relevant cultural background, and the classroom teaching can be brilliant and colorful. They can also collect the stories and inspirational sayings of famous craftsmen in this profession, find out the match point between craftsman spirit and cultural spirit, and train students to master skills and build the ideal of being great craftsmen. Students can become high-tech talents with strong cultural confidence and excellent ideological quality.

4. Examples of Integrating Professional Classroom Teaching with Cultural Self-Confidence

4.1 Art Education and Cultural Self-Confidence

Take the Chinese zither (Guzheng) performance as an example. Before teaching performance skills, teachers should first make students understand the Chinese zither culture, explain the birth and development history of the instrument, highlight the superb manual production skills of the working people in China, and explain the cultural heritage significance of Chinese zither music. They also need to introduce the origin, structure, modeling and production process of the instrument as well as its relationship with poetry. It is illustrated by ancient books, poems, songs, and Dunhuang frescoes that Chinese zither art is a model of traditional national music; it includes court music, literati music, religious music and folk music. On the basis of learning Chinese zither culture, students should establish self-confidence in learning the playing skills. Chinese zither culture has a wide range of contents, including the history, literature, poetry, as well as its technical evolution, inheritance, development, as well as relevant academic research. There are ten famous Chinese zither composition, each of which expresses different artistic conception. Some of them show the heroic ambition or the impassioned and magnificent momentum; some show the natural scenery from winter to spring: the recovery of the earth and the prosperity of all things. Some depict people who enjoy the green mountains and waters and despise those who pursue fame and wealth. Some express people's heroism in overcoming difficulties; some of them express people's yearning for the hometown. *Mountain and Flowing Water* depicted two bosom friends, which was recorded on disc and launched into space on August 22, 1977 to convey the wisdom and civilization of the Chinese nation to advanced creatures of the universe. The music is also a business card containing the integrity and feelings of the Chinese nation, and expresses the good wish of the Chinese people to all creatures in space. These tracks are melodious or impassioned; they are the enrichment and embodiment of Chinese culture, which concentrates the essence of China's instrumental culture, and embodies the high intelligence and spiritual taste of the working people. Before teaching the playing skills, the teacher can explain Chinese zither culture and history to help students feel the unique charm of Chinese elements, increase their respect for national culture in the edification of Chinese zither culture, stimulate students' enthusiasm for learning, further enhance the classroom teaching to obtain good results, and complete the dual tasks of cultural heritage and skill learning.^[4]

4.2 Architecture Classroom Teaching and Cultural Self-Confidence

Architecture is a historical book written by stone and the most visualized cultural symbol. Architecture is solidified art, and an epic of history. When teaching architecture, teachers should combine the historical evolution, type and cultural connotation of Chinese architecture, and explain relevant knowledge on history, culture, religion, philosophy and aesthetics that Chinese architecture integrates under different political, economic, cultural, scientific and technological conditions in different historical periods. Chinese architecture is the most unique part of Chinese culture. It is the symbol of Chinese culture. The profound Chinese culture for thousands of years has endowed these buildings which can be regard as solidified arts. The aesthetic culture in architecture: symmetry, order, twists and turns and harmony makes the architecture full of artistic beauty of humanity. Home culture is also embodied in architectural culture. The aesthetic culture of Chinese architecture leads the world. Harmonious integration of architecture and the surrounding environment is one of the characteristics of Chinese architecture. Teachers should carefully analyze the traditional Chinese

architectural culture with strong vitality, and make students feel the charm of classical Chinese architecture in classroom teaching, such as explaining and analyzing the Great Wall culture.

4.3 Tea Art Classroom Teaching and Cultural Self-Confidence

Tea originated in China. Tea is an important symbol of Chinese culture and an important part of Chinese lifestyle. Tea culture has a long history in China. Telling the story of Chinese tea culture in the classroom is also an important way to express the Chinese cultural self-confidence. Chinese traditional culture and concepts are fully demonstrated in the development of tea culture, which embodies the awe of nature, respect for life, pursuit of inner peace and yearning for peaceful life. In its development, Chinese tea culture combines the ideas of various schools of thought of Chinese tradition; it involves the three realms of Confucianism, Taoism and Buddhism. To a certain extent, it carries forward the yearning of human beings for a better life. Teachers can explain tea culture to help students establish socialist core values from a new perspective, arouse students' admiration for the traditional tea culture, and then better promote the learning and inheritance of the tea art. Chinese tea culture embodies excellent Chinese culture and Oriental wisdom, which contains the Chinese nation's reverence for life, yearning for world peace and pursuit for harmonious and happy life. China's tea culture combines the ideas and thoughts of Confucianism, Taoism and Buddhism, highlights the pursuit of truth, goodness and beauty, and embodies the essence of the socialist core values.^[5] Tea culture embodies the virtues and moral concepts of Chinese people, which has strong influences, vitality and cultural self-confidence. The teacher can explain tea culture in the tea art skill class, so that students' understanding of tea art can reach a new height. Students can have a new understanding of learning professional skills, greatly increase the strength of national culture education, and set a good example of close integration of skill teaching and cultural heritage.

4.4 Culinary Education and Cultural Self-Confidence

In the teaching of culinary specialty, teachers can tell vivid and interesting classic stories of food culture to arouse the curiosity of students. Food is the most important thing for the people. Chinese food culture is extensive and profound; there are many legends and allusions. Chinese food culture has experienced the change of dynasties in the long history, and gradually formed a typical life style rooted in the Chinese land. It has strong influence on eastern countries. The social view and family culture in the catering culture should be skillfully integrated into the professional classroom, so that students can not only cook several dishes and know some names. It is necessary for students to perceive the human-oriented development concept, the Confucian ethics moral concept, the conception of nature of the unity of heaven and man, the philosophical concept of Yin-Yang and five elements, the values of harmony with difference and the social concept of harmonious coexistence that have permeated in the traditional Chinese diet culture for thousands of years. The classroom full of culture and art elements can provide the lively atmosphere and cultural charm. Teachers can also use multimedia teaching to play related programs and videos. Students can watch some videos like *Chinese Cooking* to feel the charm of food culture and the sense of cultural belonging brought by the daily diet. By explaining knowledge of Chinese food culture, teachers will surely make the classroom teaching more interesting. They can increase students' deep understanding on food culture, help students to sense the profound connotation of food culture, and strengthen their determination and confidence of learning cooking skills, so as to improve the quality of classroom teaching. The teacher's food culture accomplishment can also increase the teacher's personal charm, and the classroom full of cultural atmosphere will change the simple course of skill teaching to an interesting and elegant platform displaying arts.

4.5 Costume Design Education and Cultural Self-Confidence

In the teaching of costume design, the teaching of costume culture is particularly important. In recent years, the rise of Hanfu (Han Chinese Clothing) culture actually shows the rise of traditional Chinese culture. Through their interests in Hanfu, young people enhance their understanding and cognition of traditional culture, and then generate strong confidence in Chinese culture. Clothing culture is inextricably linked with Chinese poetry, Chinese painting, Chinese sculpture and other

arts. Clothing culture is another important branch of traditional Chinese culture, which presents the aesthetic taste and customs of Chinese people. Teachers can combine the trend of Hanfu culture to explore the profound traditional and cultural charm of clothing, which has a strong appeal and attraction. Teachers should explain the origin, development and changing characteristics of traditional clothing culture in classroom teaching, explore the diversified characteristics of Chinese elements, and combine professional characteristics to inspire students to inherit clothing culture and broaden the concept of clothing establishment. It is also necessary to infiltrate the concept of cultural education from aspects of teachers' self-construction, professional courses, practical links and student activities, so as to ensure the technical ability of vocational students and cultivate their cultural self-confidence at the same time. Therefore, young vocational students can become leaders in the clothing design industry with high cultural self-confidence.

5. Conclusion

To sum up, combining the cultural self-confidence education with various professional classes in vocational education can broaden students' learning vision, increase their learning enthusiasm, stimulate their patriotic feelings and better improve the quality of classroom teaching. The learning of vocational skill can be supported by cultural self-confidence. The organic integration of the two provides us a new way to carry out professional classroom teaching in vocational education. This issue deserves further exploration.

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