

Development of humanities education in higher vocational colleges of China under the background of the «Belt and Road» initiative

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In addition to its important political and economic significance, the «Belt and Road» initiative's essence is related to cultural exchanges and development between countries along the line. The Chinese civilization has a long history, and the Chinese culture is extensive and profound. The excellent traditional Chinese culture not only plays an important role in communication in the «Belt and Road» initiative, but also improves college students' humanistic quality and shaping a perfect personality. From the current talent cultivation strategy of vocational colleges, humanities education is the main aspect in the establishment of future university courses. As a cradle for the cultivation of college students in China, how to significantly improve their own cultural and moral literacy through humanities education courses, ensure their future development, and play a positive role in society by college students is the main aspect of this article's research. Therefore, it is necessary to improve the establishment of the humanities education system in vocational colleges and provide more high-quality talents for China.

Keywords: humanities education, vocational colleges, classroom optimization, the «Belt and Road» initiative.

Помимо важного политического и экономического значения, суть инициативы «Пояс и путь» связана с культурным обменом и развитием между странами вдоль обозначенного маршрута. Китайская цивилизация имеет долгую историю, а китайская культура обширна и глубока. Традиционная китайская культура не только играет важную роль в общении в рамках инициативы «Пояс и путь», но также способствует повышению гуманистических качеств студентов и формированию совершенной личности. Согласно нынешней стратегии профессиональных колледжей по развитию талантов, образование гуманистической грамотности является основным аспектом создания будущих университетских курсов. Основной аспект исследования данной статьи состоит в том, как значительно повысить свою культурную и моральную грамотность с помощью курсов гуманитарного образования, обеспечить их будущее развитие и сыграть положительную роль в обществе. Поэтому необходимо улучшить систему гуманитарного образования в профессиональных колледжах для развития мотивированной и талантливой молодежи.

Ключевые слова: гуманитарное образование, профессиональные колледжи, оптимизация обучения, инициатива «Пояс и путь».

Through the promotion of cultural exchanges and cooperation, the countries along the Belt and Road route can learn from each other's traditions, customs, and values, fostering mutual understanding and respect. This cultural exchange can help build stronger relationships between countries and promote peace and harmony. In terms of education, the Belt and Road initiative provides opportunities for college students to study abroad and participate in cultural exchange programs, enabling them to broaden their horizons and gain a deeper understanding of different cultures. By immersing themselves in a new cultural environment, students can develop a more global perspective and enhance their interpersonal skills. Moreover, the promotion of traditional Chinese culture through the Belt and Road initiative can help preserve and showcase the rich heritage of China. This can also create opportunities for cultural industries to flourish, generating economic benefits for communities along the route. Overall, the cultural aspect of the Belt and Road initiative is essential for promoting mutual understanding, fostering cooperation, and advancing the development of civilizations along the route. By embracing cultural diversity and celebrating shared heritage, the initiative can contribute to a more inclusive and harmonious world.

The goal of talent cultivation in vocational colleges is to cultivate «high-quality applied skilled talents». The college students we cultivate not only need to master superb skills, but also have good humanistic literacy to create innovative talents with certain potential, rather than simply «operating machines». Vocational colleges pursue the organic unity of humanistic education and skill education, teaching people to «seek truth through skills» and «seek goodness and beauty». Not only does it teach people to become talents, but it also teaches them to become adults, forming a result of the integration and complementarity of humanistic education and skill education, and cultivating talents with strong physique, noble personality, and love for the motherland [1].

There can be drawn some problems in humanistic literacy education in vocational colleges.

(1) Neglecting humanistic education. Many vocational colleges tend to prioritize skills over humanities, majors over foundations, intellectual education over moral education to varying degrees in their curriculum, which has affected the cultivation of students' humanistic literacy education to a certain extent. Many vocational colleges focus more on curriculum design.

Education at the majority of institutions today is market oriented, prioritizing employment prospects, with the goal of cultivating technical, applied, and market-oriented talents, or to reflect professional characteristics, increasing the proportion of professional courses and internship training courses, squeezing out the already scarce humanistic literacy courses, resulting in inadequate and reasonable curriculum arrangements and a lack of humanistic and social science courses.

(2) There is some chaos in the humanities education curriculum. Through the investigation, we found that some vocational colleges have a single and rough curriculum for humanistic literacy education. The purpose of the curriculum design is unclear, the course content is disconnected from students' real life, the resources are scarce and outdated, and the teachers' core subject status in the curriculum development is not emphasized.

The role, let alone the status of students as course subjects and the initiative of the course development subjects, is not emphasized. Humanities literacy education often has a narrow scope of course selection and low credits, especially in some vocational colleges where teaching plans are formulated to establish pilot majors and highlight technical characteristics [2].

At that time, the class hours of humanities literacy courses are often crowded out by professional basic courses or replaced by courses such as skills and operations.

We can offer the path to enhance the humanistic literacy of vocational college students:

(1) Establishing the cultivation goal of placing equal emphasis on humanities education and technical skills education. Vocational education is «employment oriented and ability based», and employment here is not simply «skill employment» or «survival employment». The «ability» here is not simply «job ability», but a comprehensive ability that includes both professional ability and humanistic literacy, which is a common requirement of the country, the enterprises, and the society for talents. Vocational colleges should focus on the lifelong and comprehensive development of students, organically integrate humanistic education into the talent training system, and ensure that the talent training goals of vocational colleges are rooted in students' development.

Therefore, vocational colleges should not only offer public compulsory extracurricular courses such as ideological and political education, college English, and college physical education, but also offer corresponding humanities literacy education courses, which should account for one-third of the total class hours.

(2) Strengthening the role of traditional culture. The «Belt and Road» initiative not only creates a good macro environment for the external dissemination of Chinese culture, but also improves the humanistic quality of Chinese college students' knowledge. Of course, the improvement of humanistic literacy is not achieved overnight, and it is necessary to fully leverage the leading role of excellent Chinese culture. Contemporary college students are the builders and successors of socialism in China, and they should shoulder the responsibility of inheriting traditional Chinese culture. With the development of the times, excellent traditional culture also needs to constantly adapt to the needs of the new situation [3].

How to inherit and develop excellent traditional culture requires us to be good at organically combining excellent traditional culture with reality, achieving the integration of inheritance and development, in order to truly inherit and promote the rich and excellent national culture.

(3) Paying attention to the construction of a team of teachers in humanities literacy courses. The implementation of general education has put forward higher requirements for teachers. In addition to profound professional knowledge and superb skills, it is also necessary to have a unified understanding of science and humanities, achieve the integration of literature and science, and through teachers' words and deeds, enable students to understand from teachers the connotation of education without the tendency towards alienation between science and humanities and the instrumentalization of education. Therefore, schools should provide a timely platform for teachers of humanities literacy education to exchange and update knowledge, and strengthen exchanges between domestic and foreign peers, giving each teacher the opportunity to go out for further education and academic research. At the same time, they

should play and mobilize the enthusiasm of humanities literacy education teachers, encourage teachers to face difficulties, be brave in innovation, and offer more elective courses, improve the quality of elective courses, allowing students to have a chance to choose and gain from their studies.

(4) Carrying out practical courses on traditional culture. In terms of teaching, it is necessary to change the old educational methods and concepts, choose teaching methods that students are willing to accept, combine guidance with discussion, and leverage the advantages of various teaching models such as lectures, teaching practices, and survey research, in order to achieve the goal of cultivating abilities and qualities, and establish a talent cultivation model that integrates humanistic literacy education and vocational education. It is also necessary to emphasize the application of information technology means and methods, to adopt modern teaching models such as «micro courses», «MOOCs», and «flipped classrooms» that are popular among college students, to achieve the integration and mutual promotion of information technology and humanistic literacy education, to stimulate students' learning interest and creativity, and thereby improve the quality of humanistic education. We should also carry out traditional cultural practice courses, promote experiential teaching, visit cultural relics, museums, celebrity memorials, conduct surveys, and provide volunteer services, hold written conferences, poetry conferences, and other methods to enhance college students' practical understanding, internalize theoretical knowledge in their hearts, and externalize it in their actions [3].

(5) Creating a favorable atmosphere for traditional culture. Traditional cultural education is not a course that can be completed overnight, but requires the long-term influence and infiltration of culture, just like «drifting into the night with the wind, moistening things silently». Therefore, it is necessary to strengthen the cultural construction of university campuses, and combine it with the actual situation to build campus culture with unique characteristics, which can have a profound impact on college students. In addition, make good use of the Internet as a shortcut to promote traditional culture and create a good atmosphere through official network platforms, campus forums, WeChat official account or Kwai, live broadcast and other channels.

(6) Reforming the performance assessment methods. We should innovate the scientific evaluation methods of humanistic literacy education courses, which is the implementation of humanistic elements.

Basic guarantee for the effectiveness of education. The effectiveness of teaching humanities courses is ultimately reflected in students' professional humanities quality literacy. Innovate the performance assessment methods for humanities literacy education courses, including the scientific evaluation indicators, methods, and subject settings. Increase the process assessment and incorporate the achievements and performance of college students in various cultural clubs, speech competitions, poetry recitations, cultural and sports activities, art competitions, calligraphy competitions, essay competitions, etc. into the humanities literacy evaluation system, change the previous assessment method of simply taking classroom exams to determine the pros and cons.

Practice has proved that under the background of «the Belt and Road» adhering to the «humanities first», fully understanding the essence of Chinese excellent traditional culture, discovering and mining this treasure, and connecting it with the teaching practice of higher vocational colleges and students' life and learning can effectively improve the humanistic quality of higher vocational college students' knowledge, thus helping the development of higher vocational education. Only by continuously strengthening traditional Chinese cultural education and improving the construction of the humanistic literacy education curriculum system can college students achieve comprehensive development, thereby meeting the needs of society and promoting social harmony.

With the development of society, countries not only pursue economic development, but also continuously attach importance to cultural development. From the current cultural development in our country, the most important cultural activity battlefield is the campus. As a cradle for cultivating talents, university campuses are essential for cultural construction.

From the perspective of the current development of campus culture construction in China, quality education for college students has not been included in the scope of university courses. For the research method of this article, there are mainly four aspects, namely empirical research, literature search method, theoretical analysis method, and related event combination analysis method. By studying these methods, this paper summarizes the reasons for the current implementation of humanistic literacy education in vocational colleges in China, and analyzes the current humanistic literacy education in vocational colleges in China.

There are problems in education, and finally, based on multiple sources, reasonable suggestions are given to improve the humanistic literacy education classroom in vocational colleges.

Here are the reasons for carrying out humanistic literacy education in the classroom.

1. The state formulates a talent training plan for universities. The cultivation of humanistic literacy in vocational colleges is, to a large extent, the cultivation of future builders of Chinese society. As a training base for students' scientific, cultural, and moral qualities before entering society, vocational colleges can effectively guide students to develop good personal cultivation and literacy. Therefore, in the curriculum of humanistic literacy in vocational colleges, talent cultivation courses are always integrated throughout. Of course, simply offering humanities literacy teaching courses is far from meeting the requirements of society for humanities literacy. After entering the society, vocational college students must always maintain a sense of responsibility and maintain the knowledge imparted by humanities literacy courses. Only by consistently emphasizing personal cultivation quality can they become high-quality talents required by the country. Vocational colleges should also pay attention to this when creating humanities literacy courses [1].

2. Improve the establishment of China's humanistic literacy education system in vocational colleges. The establishment of the humanistic literacy education system in vocational colleges in China is an excellent product of the country's reform and innovation of higher education curriculum. With the continuous development of the economy and society, unhealthy thinking patterns have impacted the inherent excellent traditional culture of our country, and have also had a negative impact on the outlook on life, worldview, and values of college students. From the perspective of the present, there has been a significant increase in the enrollment rate of universities in China. However, it cannot be avoided that the internal moral cultivation of college students has not been systematically cultivated. Based on this, both the education department and national leaders in China have proposed to strengthen the development of humanistic literacy courses in universities and improve the establishment of a humanistic literacy education system on university campuses as soon as possible, by continuously improving the system to guide students' correct behavior and perspectives on things, humanistic literacy education has become one of the main ideas guiding college students' future life development.

We can analyze the problems in humanistic education in vocational colleges.

1. Humanistic education is disconnected from actual life. The organic combination of theoretical knowledge and practice is not only often mentioned in humanistic literacy education in vocational colleges, but also a requirement for learning methods in various stages and growth stages of Chinese students' learning. Helplessly, some schools in certain regions of China are deeply influenced by traditional educational thinking and methods, and cannot effectively implement the educational philosophy of combining theory and knowledge. For humanistic education, because its scope belongs to the field of humanities, teachers still rely mainly on traditional teaching methods in the teaching process, blindly using knowledge from textbooks to teach students, lacking connectivity with social events, which affects the true understanding of humanistic education concepts among vocational college students [4].

The curriculum arrangement of humanistic education and teaching needs to be considered. The implementation of humanistic literacy teaching in vocational colleges is based on the need to provide major national talents for the country in the future, and should focus on cooperation and exchange with students. Due to the influence of traditional education models on various stages of education in China, which mainly rely on teachers' unilateral explanation and instillation of humanistic knowledge, students lack the autonomy and enthusiasm to obtain humanistic education knowledge under this education model, and have not formed their own understanding and thinking of the importance of humanistic education. Therefore, their ability to comprehend the impact of humanistic education on their future is not high.

3. Infrastructure related to humanistic literacy teaching. Many schools tend to overlook the construction of teaching facilities, which hinders the completion of some content in humanities quality courses and affects the quality of teaching. In this way, teachers lack corresponding teaching resources in teaching humanistic qualities, and the quality of teaching is naturally greatly compromised.

Here are some suggestions for improving the education and cultivation of humanistic literacy in higher vocational colleges.

1. Pay attention to the combination of theoretical knowledge and social practice in humanistic literacy education. Emphasize the combination of theoretical knowledge and social practice in humanistic literacy education. This article mainly elaborates on two aspects. On the one hand, teachers

should pay attention to combining the theory of humanistic quality education with the hot practices of social development, stimulate students' active thinking, and promote flexible classroom teaching to lay the foundation for students' understanding of the importance of humanistic quality teaching. On the other hand, vocational colleges can use students' rest time such as holidays to organize and carry out activities to promote humanistic quality education, Enable students to clarify their responsibilities.

Sense of responsibility, enhance their internal literacy development.

2. Establish a flexible classroom to enhance students' interest in learning. The establishment of a flexible classroom mainly requires the vitality of the humanities quality classroom, and cannot cause the humanities quality classroom to lose its original meaning due to the dull teaching content. For humanistic literacy teaching, it is important to create a relaxed classroom atmosphere for students' interests, it is necessary to introduce daily life situations into teaching, so that humanistic literacy teaching can be separated from the scope of simple teaching in the humanities and not become rigid or theoretical. Discussion and debate are undoubtedly the main methods to attract students' attention and maintain classroom vitality during the class process. Humanities education teachers can intersperse some social topics related to humanities education during the teaching process, allowing students to actively speak up, express their own views, and forge ahead. Refine their thinking and adaptability [3].

3. Fully utilize humanistic literacy in the classroom for teachers. The establishment of humanistic literacy classrooms in vocational colleges aims to enhance the quality, morality, and other humanistic qualities of students in the school, which requires higher requirements for humanistic literacy teachers. On the one hand, humanistic literacy teachers should master the teaching methods of humanistic literacy; on the other hand, humanistic literacy teachers should also adhere to the principle of mutual promotion between students and teachers, and actively play a role in the humanistic literacy classroom in universities. By conducting group research, social events, debates, and other means, students can develop their own humanistic literacy, thereby enhancing their scientific, cultural, and ideological and moral qualities.

Humanities quality education, as an additional course specifically designed to cultivate the temperament and morality of vocational students in vocational colleges in China, has been expanded with the development of the economy and society.

The establishment of educational and teaching courses is not sound and is still in the early stages of development. Therefore, there are still some problems in the teaching of humanistic literacy in vocational colleges in China. With the development of economy and culture, there are not only requirements for vocational college students in terms of knowledge coverage, but also higher standards for their literacy and morality. Therefore, carrying out humanistic literacy classroom teaching in vocational colleges is of great significance for future talent cultivation and social development in China. Vocational colleges should actively explore and carry out humanistic literacy education in their own schools based on the understanding of the impact of humanistic literacy education on students' future development and society.

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