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Difficulties and Relief: Innovative Research on the Integration of Digital Technology and Physical Education Teaching

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Abstract:

The deep integration of digital technology and physical education is not only an essential direction for contemporary classroom reform but also a key pathway for enhancing students' core competencies in physical education. Despite the vigorous promotion of digital tools in PE instruction, numerous challenges persist in actual teaching practice. On one hand, some PE teachers exhibit a limited understanding of digital pedagogy; while digital elements are incorporated into lessons, traditional instructional paradigms remain dominant, resulting in scenarios akin to "old wine in a new bottle." On the other hand, the intelligent features of digital teaching materials are often underutilized, leading to overly simplistic methods and superficial content delivery. In response to these issues, this study employs CiteSpace 6.3.1 to conduct a visualized analysis of the current state and evolving trends of digital-PE integration. The goal is to uncover its underlying value logic, identify research hotspots and critical issues, reveal practical barriers in the integration process, and propose feasible pathways for improvement, thereby offering theoretical and practical insights for the future development of digital physical education in China.

Keywords:

Digital technology
Physical education teaching
Core competencies

Online publication: March 27, 2025

1. Introduction

The deep integration of digital technology and physical education teaching is not only a natural expectation for classroom teaching reform, but also a key factor

in promoting the development of students' core competencies. Since the 21st century, the birth of digital technology has brought unprecedented impact to education and provided unlimited prospects for the reform

of physical education teaching. To cope with this impact, schools have rapidly launched large-scale construction in digital technology and physical education teaching. The 2022 Work Points of the Ministry of Education propose the implementation of the digital education strategy, which requires leveraging the advantages of networking, digitization, and artificial intelligence to innovate education and learning methods. The so-called digitization refers to the technology of converting complex and ever-changing scenes and objects into measurable data information, and converting resources such as images, text, audio, and graphics into binary code recognizable by electronic computers for analysis, operation, storage, and transmission ^[1]. Therefore, integrating digital technology with physical education teaching not only provides guidance for promoting the mastery of sports knowledge and skills but also points out the direction for the implementation of students' core competencies.

Currently, although some countries have introduced multiple policies related to digital technology, they have repeatedly encountered difficulties in physical education teaching practice. For example, the conflict and rigidity of concepts between physical education teaching and digital technology, the weak practical ability of teachers to use digital technology, and the dilemma of content selection brought by fragmented knowledge to students are constantly emerging. On the one hand, it is due to the deviation of physical education teachers' understanding of digital concepts. Although some classroom teaching reflects the application of digital technology, due to the influence of traditional teaching concepts, such classroom teaching still stagnates in the traditional teaching mode, and the result is nothing more than "wearing new shoes and walking the old path" or "new bottles of old wine." On the other hand, physical education teachers tend to overlook the intelligent characteristics of digital textbooks, resulting in a single teaching method and superficial teaching content.

In view of this, this study will conduct a quantitative analysis of the literature on digital technology and physical education teaching based on CiteSpace visualization analysis software, and present the overall development dynamics and evolutionary trends of the research in the form of a knowledge graph to explore the value logic and practical difficulties of the integration of

digital technology and physical education teaching ^[2]. The following relief paths will be proposed: firstly, adhere to the concept first, and use systematic thinking to lead the improvement of digital technology for physical education teachers; Secondly, we should attach importance to technological support and empower physical education classroom teaching through digital teaching reform and innovation; Thirdly, emphasize the systematic collection and integration of students' fragmented knowledge choices through digital resources.

2. The value logic of integrating digital technology with physical education teaching

The integration of digital technology and physical education teaching is to better promote students' growth and development. The integration of digital technology into physical education classroom teaching not only provides teachers with new technologies, new scenarios, and new elements, but also offers new concepts, new paradigms, and new environment ^[3]. In this study, based on the research literature from CNKI database from 2014 to 2024, CiteSpace software will be used to draw a knowledge graph. From the perspectives of research institutions (**Figure 1**), authors (**Figure 2**), co-occurrence of keywords (**Figure 3**), the development dynamics and research trends of the integration of digital technology and physical education teaching will be sorted out, and their inherent value logic will be explored; Extract hot issues and analyze them to identify the practical challenges of integrating digital technology into physical education teaching; Reveal the relief path for the integration dilemma of digital sports and physical education teaching, and clarify the future development trend of digital technology and physical education teaching.

2.1. Promote the comprehensive development of core competencies

The deep integration of digital technology and physical education teaching is not only a natural expectation for classroom teaching reform, but also a key factor in promoting the development of students' core competencies. Core literacy refers to a set of integrated knowledge, abilities, and attitudes that can successfully



Figure 1. Knowledge graph of research institutions.



Figure 2. Author knowledge graph.

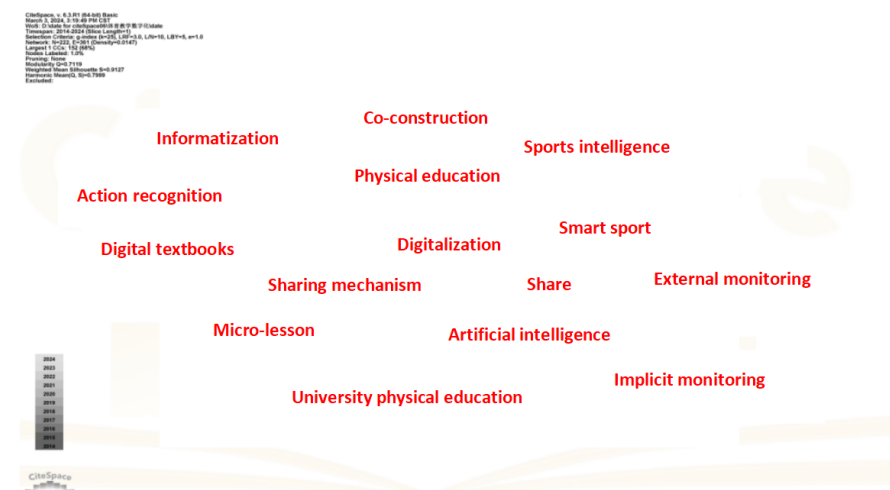


Figure 3. Keyword knowledge graph.

respond to personal and social needs^[4]. It is gradually formed by students through long-term learning, based on knowledge internalization, behavior development, and moral cultivation. It is the result of students' experience, exploration, perception, and problem-solving in physical education and health courses. Physical education classroom teaching is the main battlefield for cultivating students' core competencies, and the integration of digital technology provides a basic guarantee for the comprehensive development of core competencies. For example, from keywords such as "action recognition", "internal monitoring", and "external monitoring" in **Figure 3**, it can be found that indicators such as athletic ability can be measured through visual, auditory, and tactile means, while indicators related to health behavior and sports ethics cannot rely solely on measurement methods with explicit features. At this point, digital technology can be deployed to the "battlefield." On the one hand, digital technology provides students with a comprehensive monitoring tool through advanced equipment. On the other hand, digital technology can bring new experiences of sports participation to students through new concepts, paradigms, environments, and so on. In this way, the integration of digital technology and physical education teaching not only guides and stimulates students' interest in sports, but also points out the direction for implementing students' core competencies.

2.2. Promote the diverse sharing of educational resources

Sharing educational resources is not only a necessary path for teaching reform^[5], educational innovation, and social development, but also an important way to give birth to new forms of education, reform the relationship between teaching and learning, and promote changes in governance methods^[6]. On the one hand, digital technology itself has functions such as collection, analysis, and visualization, which can effectively refine complex and disordered content and present it in a more convenient way. These organized contents are then presented to students at different stages through teachers' vivid language and actions, which is conducive to stimulating students' learning motivation. On the other hand, digital technology provides a platform for

communication and interaction, which includes both teacher-student and student-student interaction, greatly enhancing students' sense of participation and experience. In addition, communication and interaction between different perspectives are also beneficial for students to open up cognitive boundaries and enhance their exploratory spirit. From the keywords such as "sharing," "sharing mechanism," and "sharing construction" in **Figure 3**, it can be found that high-quality physical education construction cannot be achieved without the diverse sharing of digital technology. Therefore, the integration of digital technology into physical education teaching is not only a requirement for social development, but also a necessary mission in the reform and innovation of physical education teaching^[7]. It is also an effective path for students to enhance their core competencies through communication and interaction.

2.3. Reform and innovation in optimizing teaching methods

Digital technology provides technical means and conditions to support for physical education teaching. Specifically manifested in two aspects. Firstly, the application of digital technology can assist physical education teachers in accurately analyzing students' learning status and knowledge mastery, helping them comprehensively analyze the learning characteristics of each student, pay attention to the learning differences of each student, and achieve targeted teaching^[8]. Secondly, the multimedia technology covered by digitization can make teaching information diversified, structured, dynamic, and visual^[9], making complex technical actions more intuitive and boring technical teaching processes contextualized, thereby helping students achieve deep participation and complete experience in sports. However, compared to traditional cramming classrooms where teachers master "teaching tools" and students are "bare handed," in the era of digital technology, students' full possession and effective use of learning platforms and tools can help improve their practical abilities such as information gathering, experimental exploration, analysis and criticism, and summarization^[10]. In terms of physical education classroom teaching, the transformation of teaching methods is related to stimulating students' interests and improving efficiency. On the one hand,

digital technology, as a “new product” of physical education teaching, will inevitably generate students’ interest. In this way, it is beneficial for physical education teachers to integrate it into the physical education classroom teaching. On the other hand, digital technology can visualize and analyze the more complex movement techniques in motor skill learning, making it easy for students to capture the formation patterns of motor skills. Through this process, students can also gain confidence and satisfaction, thus achieving comprehensive physical and mental development.

3. The practical dilemma of integrating digital technology with physical education teaching

The integration of digital technology into physical education teaching is undoubtedly a once-in-a-lifetime opportunity, but it also indicates that physical education teaching will face an unprecedented challenge^[11]. The reason why it is a challenge is that in the current digital background, there are serious conflicts and rigid concepts in classroom teaching, weak practical abilities of teachers to use digital technology for teaching, and difficulties in content selection caused by fragmented knowledge, which urgently need to be solved one by one.

3.1. Conceptual conflicts and rigidity from classroom teaching

The innovation and optimization of classroom teaching concepts are important battlefields for promoting the integration of digital technology and physical education teaching. Digital classroom teaching is based on a “technology-based” standpoint, emphasizing the thinking tendency of “digital empowerment” and the “classroom revolution” driven by digital technology^[12]. This differs significantly from traditional classroom teaching, which is led by the government, supervised by schools, taught by teachers, and listened to by students, in terms of concepts, values, and guidance. In terms of physical education classroom teaching, on the one hand, it is because some physical education teachers do not understand the concept of “human-machine integration” and may even have a skeptical attitude. Although digital technology is widely used in physical education teaching, many physical

education teachers are still influenced by the traditional teaching philosophy of “technology first” and believe that “human-machine integration” is too idealistic. Any technology or equipment is just an auxiliary tool for teaching. In their view, only humans are the main body of teaching activities and can play a role in educating people. On the other hand, some physical education teachers only focus on “technology” and “light teaching”, which easily ignores educational laws and turns technology driven physical education teaching into “technology following the trend”, leading to the integration of digital and physical education teaching falling into the trap of “technologism”^[13], thus creating a situation where digital technology is integrated into physical education teaching to cater to the trend of the new era.

3.2. Weak practical ability of teachers to use digital technology in teaching

The practical participation of physical education teachers in digital technology greatly affects and even determines the degree of integration between digital technology and physical education teaching. However, the practical ability of physical education teachers to use digital technology for teaching is relatively weak, mainly reflected in two aspects. One reason is that physical education teachers only treat digital tools as “accessories” in the teaching process, and fail to deeply integrate digital technology with physical education teaching. This is reflected in the fact that students do not show a clear sense of participation and experience after a physical education class that integrates digital technology. The reason is that physical education teachers have not conducted an in-depth exploration of the educational function of digital technology, which leads to low interest and physical and mental detachment among students in the digital physical education classroom. Secondly, physical education teachers have not fully integrated digital technology into the context of physical education teaching. Context is a key element for students to gain deep participation and complete experience, and an important way for knowledge application to be reflected. Digital physical education teaching without context is like a body without a soul. Although it is intact, it has already lost its mind and is like the walking dead.

3.3. Fragmentation of knowledge poses a dilemma for students in content selection

Knowledge acquisition is not only a prerequisite for teachers' knowledge storage, transmission, sharing, and innovation, but also an important cornerstone for teachers' digital teaching content design and professional development^[14]. In the current digital age, knowledge appears in various forms in people's vision. Although it has solved many problems, some people are easily trapped in the "fear" and "entanglement" of knowledge selection in the face of this sudden "knowledge explosion" environment. In terms of physical education teaching, the integration of digital technology has opened the door for students to acquire knowledge, but it has also created a dilemma for students in choosing learning content. This includes two reasons. Firstly, emerging technologies such as the internet and artificial intelligence are gradually entering the field of teaching. Students have expanded their understanding of the world through self-media. However, due to their limited accumulation of knowledge, they are unable to accurately judge the right or wrong of new things, resulting in a fruitless outcome. Secondly, although digital technology provides convenience for students to acquire knowledge, the knowledge that appears on the internet has not been systematically classified and is usually presented in a fragmented manner. The reason is that the audience of platforms such as the internet and self-media is all of humanity, and it does not adapt to local conditions or vary from person to person. Therefore, students have not yet formed a systematic retrieval of knowledge when facing the fragmented knowledge presented by the internet.

4. 3 Ways to relieve the integration of digital technology and physical education teaching

The integration of digital technology and physical education teaching is the process of school physical education adapting to the external digital era development environment and cultivating comprehensive development needs internally. In terms of physical education teaching, digital technology can innovate teaching methods, optimize teaching content, and improve teaching quality. Although there are many problems and challenges in

integrating digital technology into physical education teaching, the development of the digital age will not stagnate. Therefore, based on the practical difficulties of integrating digital technology with physical education teaching, this study proposes the following relief paths.

4.1. Putting the concept first, enhancing teachers' awareness of the value and subjectivity of digital technology

The value recognition and subject consciousness of teachers towards digital technology are related to the development of digital technology in teaching. In the context of digitalization in education, if teachers lack ethical and moral principles, as well as a sense of subjectivity, regarding the application of digital technology in teaching, it will be difficult for them to smoothly mobilize interrelated elements such as data literacy, information literacy, and information technology application capabilities, and even more difficult to obtain high-level digital abilities^[15]. To improve the effectiveness of integrating digital technology with physical education teaching, two aspects need to be grasped. Firstly, the value awareness of physical education teachers should be enhanced. Influenced by traditional teaching concepts, physical education teachers tend to view digital technology more as an auxiliary tool for teaching, and fail to fully utilize the functions and value of digital technology. However, teachers should be aware that digital technology is no longer just a teaching aid, but rather a mindset that reshapes teaching models through innovative teaching methods^[16], constantly driving teaching towards high-quality development. The digital thinking of physical education teachers can also be strengthened through organizing education and training on digital technology. For example, different physical education teachers can be gathered to discuss and exchange their views on the integration of digital technology and physical education teaching, thereby deepening their understanding of the integration of digital technology into physical education teaching. Secondly, the subject awareness of physical education teachers should be enhanced. In the digital age, physical education teachers should change their previous roles as technology observers and implementers, fully exert their subjective initiative, and become creators and designers of

technology. They should creatively use digital technology methods according to the actual teaching situation, so as to truly integrate them with teaching activities ^[17]. Not only that, but also more autonomy should be given to teachers in physical education teaching practice, so that they can freely choose the content and teaching mode of physical education classroom teaching, in order to promote the improvement of physical education teachers' subjectivity.

4.2. Technical support, empowering physical education classroom teaching through digital teaching reform and innovation

Innovation guarantee mechanism is a key link in comprehensively promoting the integration of digital technology and physical education teaching. In terms of physical education teaching, the guarantee mechanism for empowering physical education classroom teaching through digital teaching reform and innovation includes the following two aspects. One is to promote the deep integration of digital thinking, teaching methods, and teaching evaluation, and achieve the comprehensive and all-round evaluation of education ^[18]. In traditional physical education classroom teaching, the selection of teaching methods is mainly based on appropriateness, while physical education classroom teaching based on digital technology should focus more on experiential and exploratory learning. The integration of digital technology will also force the transformation of teaching methods, and accordingly, traditional teaching methods and tools will not be able to meet the needs of digital development. Therefore, it is necessary to establish a mechanism with teacher-student interaction and participation, and equal and open teacher-student relationships, which can optimize the evaluation of education quality and students' comprehensive quality, and provide direction for the evaluation reform of physical education teachers. The second is to promote human-machine integration and accelerate the interactive sharing of physical education classroom teaching. Faced with the rapid development of digital technology, physical education teaching can use its interactive functions to improve the interaction effect between teachers and students. Among them, teaching and learning a very personalized processes of teacher-student interaction and student-student interaction.

To further achieve the sharing of sports resources, the original simple application of digital technology resources in physical education teaching should be transformed into the integration of the common needs of teachers and students with digital technology, thus developing high-quality digital physical education resources with new forms, and promoting the interaction between digital technology and physical education teaching. From this, it can be seen that forming an open, interactive, and shared digital sports centered on people is the focus and foothold to ensure the high-quality development of sports.

4.3. System collection, integrating digital resources to choose fragmented knowledge for students

The integration of fragmented knowledge is an important way to comprehensively promote the integration of digital technology and physical education teaching. The prominent manifestation of utilizing digital resources to promote the process of fragmented knowledge towards structuring lies in two aspects. Firstly, adapt to local conditions and comprehensively promote the integration of digital technology and physical education teaching. In physical education teaching, digital technology provides information technology environment, platform, tools and other resources, which is not only the development advantage of digitalization, but also the development opportunity of physical education teaching. What is needed is for physical education teachers to conduct targeted classroom teaching through a combination of online and offline methods, providing different learning content and developing different learning methods for students with different learning situations, achieving differentiated teaching and personalized learning for students ^[19]. In this way, although students face a "cold" screen, there is analysis of learning content from physical education teachers through the screen, providing support for personalized and diversified high-quality physical education classroom teaching in the digital background. Second, improve the quality of digital media platforms such as the Internet and provide students with high-quality content that conforms to curriculum standards and cognitive laws. The curriculum standards emphasize the structuring of learning content and the contextualization of learning knowledge. In this environment, students

can grasp the integrity of the learned content, which is undoubtedly a powerful “weapon” to break down fragmented knowledge. Therefore, although digital technology can be used as an “imported product” in physical education teaching, which can better innovate teaching methods, if it deviates from the knowledge system construction dominated by curriculum standards, it will inevitably deviate from the essence of students’ physical education learning. Constructing a digital physical education knowledge system guided by curriculum standards is not only beneficial for students to grasp the essence of learning, but also provides guidance for the integration of digital technology into physical education teaching.

5. Conclusion

The integration of digital technology and physical education teaching is driving school physical education into a new stage of digital development. This study analyzes the value logic of the integration of digital technology and physical education teaching, explores the practical difficulties of the integration of digital technology and physical education teaching, and uses this as a starting point to construct a practical path for the integration of digital technology and physical education teaching. Perhaps the comprehensive popularization of digital technology in physical education teaching will be in the future, but the pace of the world will never stop. Time waits for no one, putting people first, exploring warm digital technology in development, and opening up a broad path for building higher quality physical education teaching.

Disclosure statement

The author declares no conflict of interest.

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Identification in Bai Juyi's "Song of a Pipa Player"

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Abstract:

In the context of globalization, Chinese literature has stepped into the world and is favored by a number of foreigners. "Song of a Pipa Player" [1] is a representative work of Tang poetry, a brilliant part of traditional Chinese literature. This study, applying the theory of identification, analyzes its elements of both content identification and formal identification in "Song of a Pipa Player." The results show that the poet uses identification by sympathy, identification by antithesis, and identification by inaccuracy to build identification with the pipa player with the assistance of repetition, repetitive form, and progressive form. This study demonstrates that these strategies not only convey his appreciation to the pipa player but also deepen the connection in their souls.

Keywords:

Identification by sympathy,
identification by antithesis, and
identification by inaccuracy
Formal identification
"Song of a Pipa Player"
Kenneth Burke

Online publication: March 27, 2025

1. Introduction

1.1. Research significance

Identification is a significant concept proposed by Kenneth Burke. This notion is regarded as the transition of old and new rhetoric and is widely used in various speeches. Identification by sympathy, identification by antithesis, and identification by inaccuracy can shorten the distance between the speaker and the audience, achieving the ultimate goal of persuasion and conviction. Formal identification, including tropes and figures, conventional form, repetitive form, and progressive form, facilitates content identification to persuade the listeners.

"Song of a Pipa Player" is a famous poem that

has been appreciated for thousands of years. This work is a perfect combination of the arts of both music and language and enjoys a high value in history. By choosing a narrative perspective and applying a unique description, Bai Juyi vividly represents a proficient but pitiful pipa player. This poem reveals the societal reality of the Tang dynasty and the bitterness and melancholy of gifted souls.

In recent years, an increasing number of scholars have applied Western rhetoric to this poem. Li *et al.* (2024) analyze the poem through the lens of body narratives^[2], and Chen (2024) elaborates on this work from the perspective of the changing perspectives and focuses^[3]. Zhang *et al.* (2024) interpret the contents

from a dual contextual perspective ^[4]. However, few scholars expatiate “Song of a Pipa Player” from the view of identification. This paper is of the utmost necessity to fulfill the vacancy and enrich the explanation of this poem.

1.2. Research questions

Therefore, following the framework of Burke, the current research is conducted to examine the content identification and formal identification applied in “Song of a Pipa Player.” This paper focuses on the following three questions:

- (1) What is the specific content identification in this poem?
- (2) What is the specific formal identification in the poem?
- (3) What special effects are achieved through the techniques of identification?

2. Literature review

2.1. Related studies on identification

Burke defines the essence of identification as “You persuade a man only insofar as you can talk his language by speech, gesture, tonality, order, image, attitude, idea, identifying your ways with his... True, the rhetorician may have to change an audience’s opinion in one respect, but he can succeed only insofar as he yields to that audience’s opinions in other respects. Some of their opinions are needed to support the fulcrum by which he would move other opinions” ^[5] in his masterpiece “A Rhetoric of Motives” ^[6]. As a crucial element of Burke’s rhetorical concepts, identification has been explored extensively and applied in various kinds of texts.

Adamidis (2024) highlights its importance in courtroom speeches when establishing the identification of dikastai and strengthening the division between their opponents and the audience ^[7]. Hammond (2024) extends the notion of identification to refracted identification in the interaction between the exhibition of the Museum of Broken Relationships (MBR) and the visitors ^[8]. Whippo (2024) explains the functions of Canadian Heraldry and Indigenous Totem Poles in the process of cultural identification through the lens of the theory of identification ^[9].

Research on identification in China is also noteworthy. Liu (2023) analyzes the construction of multimodal metaphors through three kinds of content identification ^[10], revealing the reasons for the success of Home Series public welfare advertisements of CCTV. Wen *et al.* (2023) examine the translation of Chinese political documents and find three types of content identification that are all used to better build an inclusive and cross-cultural foreign discourse system ^[11]. Qiao (2022) discovers identification in the Chinese festival program series on Henan TV, emphasizing its importance in building cultural confidence and identity in the public ^[12].

2.2. Related studies on “Song of a Pipa Player”

“Song of a Pipa Player” is illustrated through various perspectives in recent years, most of which have been conducted by Chinese scholars. He (2024) reveals the theme of beauty and tragedy in this poem, appealing to inspire profound contemplation about life ^[13]. Chen (2022) contrasts “Song of Eternal Sorrow” and “Song of a Pipa Player”, two representative works of Bai Juyi, reflecting the process of the poet transforming from a spirited youth to a weathered senior ^[14]. Zhao (2024) amplifies the rich connotations of “沦落”(misfortune translated by Xu ^[15]) to better understand the resonance of the pipa player and the poet ^[16].

Despite the analysis of theme and content, a group of scholars applies narratology and cultural geography to this poem. Xiao (2022) decodes narrative space in “Song of a Pipa Player”, which adds a unique charm to the verses of this poem ^[17]. Wang (2023) clarifies the multi-strand narratives in this poem ^[18], which deepen the emotional resonance of the poem. Huang (2024) exhibits the scenes in this poem, which are of typical regional characteristics, through the lens of geographic narrative ^[19].

Therefore, it is crucial to explore identification in Chinese classical poems. This paper aims to analyze both content identification and formal identification in “Song of a Pipa Player”. By combining Chinese poems and Western rhetorical theory, it is hoped that this analysis will offer a better understanding of classical poems.

3. Theoretical framework

3.1. Definition of identification

With more scholars devoted to the study of identification, the connotation has been enriched and interpreted from different angles. As the founder of identification, Burke defines that “Identification is affirmed with earnestness [as the first principle of rhetoric] precisely because there is division. Identification is compensatory to division.” According to *Ancient Rhetorics for Contemporary Students* (3rd Edition), identification is an ideal rhetorical situation in which an audience feels close to a rhetor ^[20]. In *Introduction to Rhetorical Theory*, “Identification does not supersede our concerns with persuasive appeals; it incorporates them into a larger framework based on the unique uses made of language as the defining feature of our humanity” ^[21]. Jasinski mentions that “some critics have drawn on Burke’s concept of identification as a defining feature of rhetoric” ^[22].

In view of all the above definitions, it can be concluded that identification serves as a rhetoric technique to compensate for the division of opposite opinions and achieve better persuasion. In “Song of a Pipa Player,” there is a huge disparity between the two figures in social status. For this reason, this paper uses the definition of Burke to analyze the rhetorical skills applied to convey strong identification despite differences.

3.2. Components of identification

In “The Rhetorical Situation” ^[23], Burke divides identification into two categories: one is content identification, and the other is formal identification. In common practices, content identification is achieved or strengthened by formal identification ^[24].

“There is its use merely as a way to establish rapport with an audience by the stressing of sympathies held in common.” By the drive of the same attitude, interest, or value, individuals tend to build harmonious relationships with like-minded ones. Even if two people are not of the same interest, they could still become friends, because what is more important in this concept is the feeling of kindred spirits. This is identification by sympathy, and this skill is widely applied in persuasion.

The second one is identification by antithesis, “the most urgent form of congregation.” When facing the shared enemy, the hostile parties would set aside their

discord and join forces to confront a common adversary. This identification can also be achieved by fabricating a hypothetical common adversary.

The last element of content identification is identification by inaccuracy. This identification is achieved subconsciously or unconsciously by applying words like “we,” “all,” and “everyone” or nonverbal methods like gestures and tones.

Formal identification contains mainly four forms. The first is tropes and figures, like antithesis, climax, and repetition, to attract the attention of listeners. Conventional form refers to the expectation of a particular form before one encounters a work for the first time, ranging from the overall structure of literary genres to the specific features or distinctive markers of genres. Repetitive form is the use of various modes to repeatedly present a certain characteristic. The progressive form, however, is a structure that guides the expectations of the audience toward a specific conclusion or development of events ^[24].

3.3. Functions of identification

Identification confers great advantages in argumentation and oratory, which can be reflected in three levels. It helps us draw closer to the audience, cultivate their heightened sense of engagement, and foster a deeper sense of resonance and identification among the listeners.

4. Analysis of “Song of a Pipa Player” from the perspective of identification

4.1. Description of “Song of a Pipa Player”

“Song of a Pipa Player” is a long narrative poem composed by the poet Bai Juyi of the Tang dynasty in the autumn of the eleventh year of the Yuanhe era (816 AD), bidding farewell to his friend at Penpu. When composing this poem, he was enduring a difficult period of political disillusionment, having been exiled to Jiang Zhou. His heart was heavy with solitude and inner turmoil. The plight of the pipa player and the music she performed became a catalyst through which he expressed his own emotional state. The poem’s success lies not only in the way it conveys complex emotions through the image of the pipa player and her music but also in how it reveals Bai Juyi’s sense of loss and helplessness in both the

political and personal spheres of his life.

The structure of the poem is meticulously crafted with a harmonious alternation of order and chaos, and its narrative unfolds with intricate twists and turns. The seamless integration of narrative and lyrical elements creates a fully realized and striking character portrait. The language flows smoothly, balancing beauty and harmony; especially in the depiction of the pipa performance, the metaphors are precise, transforming the abstract into the concrete, and vividly presenting the musical imagery.

“Song of a Pipa Player” has earned its reputation as a timeless masterpiece of musical poetry owing to its diverse artistic techniques, the exactness and expressiveness of its language, and the harmonious unity of sound and inner emotion. It masterfully portrays the melodic charm of the pipa, the ebb and flow of the music, and the emotional depth of the performer. This poem not only captures the essence of music and emotion but also stands as a pinnacle in the evolution of narrative poetry.

4.2. Analysis based on content identification

4.2.1. Identification by sympathy

This kind of sympathy is used by the poet to express his appreciation for the pipa player. By expressing admiration for the sound of her pipa, he subtly conveys their shared interests and kindred spirits.

“大弦嘈嘈如急雨，小弦切切如私语。
嘈嘈切切错杂弹，大珠小珠落玉盘。
间关莺语花底滑，幽咽泉流冰下难。
冰泉冷涩弦凝绝，凝绝不通声暂歇。
别有幽愁暗恨生，此时无声胜有声。
银瓶乍破水浆迸，铁骑突出刀枪鸣。
曲终收拨当心画，四弦一声如裂帛。”

“The thick strings loudly thrummed like the pattering rain;

The fine strings softly tinkled in a murmuring strain.

When mingling loud and soft notes were together played,

You heard orioles warble in a flowery land,

Then a sobbing stream run along a beach of sand.

But the stream seemed so cold as to tighten the string;

From tightened strings no more song could be heard to sing.

Still we heard hidden grief and vague regret concealed;

Then music expressed far less than silence revealed.

Suddenly we heard water burst a silver jar,

And the clash of spears and sabers come from afar.

She made a central sweep when the music was ending;

The four strings made one sound, as if silk one was rending.”

(translated by Xu Yuanchong)

Through a series of vivid metaphors, the poet fully conveys his deep admiration and appreciation for the sound of the pipa. Such praises lead the pipa player to feel that they share the same level of musical sensibility. Her talent is recognized and understood by the poet. By the consistency in music, the poet establishes the identification by sympathy with the pipa player.

“今夜闻君琵琶语，如听仙乐耳暂明。”

*“Listening to you playing on pipa tonight,
With your music divine e’en my hearing seems bright.”*

(translated by Xu Yuanchong)

“仙乐 (divine)” is a high praise of her music. By connecting her pipa with the music in heaven, the poet again pays tribute to the proficiency of the pipa player. This also expresses the same interest in music between them, again achieving identification by sympathy.

4.2.2. Identification by antithesis

This type of identification is achieved by the same difficulty they face. The following stanza displays the hardship of the pipa player, who was once a favored celebrity but now has to struggle with life.

“弟走从军阿姨死，暮去朝来颜色故。

门前冷落鞍马稀，老大嫁作商人妇。

商人重利轻别离，前月浮梁买茶去。

去来江口守空船，绕船月明江水寒。

夜深忽梦少年事，梦啼妆泪红阑干。”

*“My younger brother left for war, and died my maid;
Days passed, nights came, and my beauty began to fade.*

*Fewer and fewer were cabs and steeds at my door;
I married a smug merchant when my prime was o'er.
The merchant cared for money much more than for
me;*

*One month ago he went away to purchase tea,
Leaving his lonely wife alone in empty boat;
Shrouded in moonlight, on the cold river I float.
Deep in the night I dreams of happy bygone years,
And woke to find my rouged face crisscrossed with
tears."*

(translated by Xu Yuanchong)

This stanza shows us her predicament. She enjoys fame in her youth but bends to life when she gets older. She has no choice but to marry a man to guarantee her life because women are not allowed to have independent jobs at that time. Her husband, who is only interested in business but has no appreciation of music at all, does not understand her sorrow. She is alone, forlorn, full of hopelessness.

The next stanza exhibits the quagmire of the poet. Due to the political infighting, his career in Chang'an is far from smooth. Amidst a turbulent political climate, his ideals are deeply shaken, and he experiences a profound sense of loss and frustration. He is demoted to the position of Governor of Jiang Zhou, which is a relatively minor exile.

“我从去年辞帝京，谪居卧病浔阳城。
浔阳地僻无音乐，终岁不闻丝竹声。
住近湓江地低湿，黄芦苦竹绕宅生。
其间旦暮闻何物？杜鹃啼血猿哀鸣。
春江花朝秋月夜，往往取酒还独倾。
岂无山歌与村笛，呕哑嘲哳难为听。”

*"I was banished from the capital last year
To live degraded and ill in this city here.
The city's too remote to know melodious song,
So I have never heard music all the year long.
I dwell by riverbank on a low and damp ground
In a house with wild reeds and stunted bamboos
around.
What is here to be heard from daybreak till nightfall
But gibbon's cry and cuckoo's homeward-going call?
By blooming riverside and under autumn moon
I've often taken wine up and drunk it alone.*

*Thought I have mountain songs and village pipes to
hear;
Yet they are crude and strident and grate on the ear."
(translated by Xu Yuanchong)*

In Jiang Zhou, his living conditions are far from ideal. Removed from the bustling imperial capital, he finds himself in a remote, desolate place. During this period, his mood is low, marked by discontent with his career and a sense of anxiety over his inability to fulfill his ambitions. The prolonged solitude and isolation lead him to reflect on the meaning of life and the hypocrisy of society. His heart is weighed down by loneliness and a sense of inner turmoil.

Bai Juyi is a governor and the pipa player is an ordinary citizen. In that hierarchical society, they have a huge gap in social status. By linking two types of plights together, the poet still builds identification by antithesis with the pipa player. They both need to struggle against life with little understanding of their family or friends.

4.2.3. Identification by inaccuracy

This type of identification is also used in this poem. By strengthening they are in the same statue, the poet forms identification by inaccuracy with the pipa player.

“同是天涯沦落人，相逢何必曾相识！”

"Both of us in misfortune go from shore to shore.

*Meeting now, need we have known each other
before?"*

(translated by Xu Yuanchong)

This stanza categorizes the poet and the pipa player as the same kind of people. They are both in misfortune, both in hardship. Through the usage of “both,” the poet shortens his distance from the player and expresses his empathy toward her. “We” delivers a sense of community to the player, thus the identification by inaccuracy between them is established.

4.3. Analysis based on formal identification

Content identification is always closely associated with the use of formal identification^[24]. In this poem, the formal identification contains repetition, repetitive form, and progressive form.

4.3.1. Repetition

In this poem, repetition is mainly used to resonate with the player. The poet uses repetition to simulate the sounds of pipa, which implies his appreciation and admiration for her skills.

“大弦嘈嘈如急雨，小弦切切如私语。
嘈嘈切切错杂弹，大珠小珠落玉盘。”

The repeated use of words brings vitality to the expression, rendering it more vivid and impactful. In this case, the poet compares the sound of pipa to pattering rain, murmuring strain, and oriole warble, making the beauty of the music tangible. These metaphors express his deep enchantment with the sound. He conveys a strong sense of identification with the player, thus fostering identification between the two individuals.

“我闻琵琶已叹息，又闻此语重唧唧。”

“唧唧” describes the melancholy within his heart. At first, he is touched by the fantastic sounds of pipa, but now he feels the same sorrow between them. This line indicates the transformation of his attitude from simply adoration to deep mutual understanding. This transition is natural and leads to a higher level of mutual identification.

4.3.2. Repetitive form

The repetitive form is most prominently reflected in the metaphors of the sounds of the pipa. Though the poet compares different things to the sounds of the pipa, the only purpose is to praise the resonance of the pipa.

“大弦嘈嘈如急雨，小弦切切如私语。
嘈嘈切切错杂弹，大珠小珠落玉盘。
间关莺语花底滑，幽咽泉流冰下难。
冰泉冷涩弦凝绝，凝绝不通声暂歇。
别有幽愁暗恨生，此时无声胜有声。
银瓶乍破水浆迸，铁骑突出刀枪鸣。
曲终收拨当心画，四弦一声如裂帛。”

*“The thick strings loudly thrummed like the pattering rain;
The fine strings softly tinkled in a murmuring strain.
When mingling loud and sot notes were together played,*

*You heard orioles warble in a flowery land,
Then a sobbing stream run along a beach of sand.
But the stream seemed so cold as to tighten the string;
From tightened strings no more song could be heard to sing.
Still we heard hidden grief and vague regret concealed;
Then music expressed far less than silence revealed.
Suddenly we heard water burst a silver jar;
And the clash of spears and sabers come from afar.
She made a central sweep when the music was ending;
The four strings made one sound, as if silk one was rending.”*

(translated by Xu Yuanchong)

The poet uses eight metaphors to describe the sound, as it resonates with beauty and depth. All of these descriptions revolve around a singular theme: the extraordinary skills of the player. Through repetition, the poet conveys deep admiration and respect for her mastery. He also subtly suggests a shared level of musical appreciation between them, which creates a sense of mutual identification.

4.3.3. Progressive form

This form is exemplified in the changes in attitudes. The following lines display his different attitudes toward the pipa player.

“移船相近邀相见，添酒回灯重开宴。”
*“We moved our boat towards the one whence came the strain,
Brought back the lamp, asked for more wine and drank again.”*

(translated by Xu Yuanchong)

“同是天涯沦落人，相逢何必曾相识！”
*“Both of us in misfortune go from shore to shore.
Meeting now, need we have known each other before?”*

(translated by Xu Yuanchong)

“莫辞更坐弹一曲，为君翻作《琵琶行》。”
*“Will you sit down and play for us a tune once more?
I'll write for you an ode to the pipa I adore.”*

(translated by Xu Yuanchong)

“座中泣下谁最多？江州司马青衫湿。”

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plays another composition for him, with less sadness but more happiness.

“Of all the company at table who wept most?”

It was none other than the exiled blue-robed host.”

(translated by Xu Yuanchong)

On one hand, the poet starts with appreciation, then feels mutual understanding after knowing the situations of the player. He decides to compose this poem for her as a gift, and the player gives him another song. This tune brings the poet to tears for the kindred spirits they share.

“千呼万唤始出来，犹抱琵琶半遮面。”

“Repeatedly we called for the fair player still.

She came, her face half hidden behind a pipa still.”

(translated by Xu Yuanchong)

“自言本是京城女，家在虾蟆陵下住。”

*“I spent,” she said, “in the capital my early springs,
Where at the foot of Mount of Toads my home had been.”*

(translated by Xu Yuanchong)

“感我此言良久立，却坐促弦弦转急。”

*“Touched by what I said, the player stood for long,
Then sat down, tore at strings and played another song.”*

(translated by Xu Yuanchong)

On the other hand, the player also begins with unwillingness to play the pipa for the poet. After the performance, she tells the poet her life stories, and finally

5. Conclusion

5.1. Major findings

Through the analysis of “Song of a Pipa Player” through the lens of identification, it can be concluded that the poet uses identification by sympathy, identification by antithesis, and identification by inaccuracy to build his identification with the pipa player. To better achieve mutual recognition, he uses repetition, repetitive form, and progressive form to convey his high praises to the player. All these methods build deeper mutual understandings and strengthen their identification, convincing the player that she is the same as the poet: though they are in totally different social statuses, they are both in misfortune; they share kindred spirits.

5.2. Limitations

There are still limitations in this paper. Firstly, the structure of the theoretical framework is based on existing theories and lacks innovation. Secondly, since “Song of a Pipa Player” is a poem from the Tang dynasty (618–907 AD), the interpretation may not be very precise. Besides, this paper does not cover all the branches of identification, so it lacks an analysis of other elements. Everyone can appreciate this famous poem in different lights. We look forward to more studies on “Song of a Pipa Player” from other profound perspectives.

Disclosure statement

The author declares no conflict of interest.

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The Integration Strategy of Ideological and Political Education for College Students Based on Course-based Ideological and Political Education

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Abstract:

Curriculum-based ideological and political education is a brand-new educational concept, emphasizing the organic integration of ideological and political education with various professional courses to achieve the imparting of knowledge and the guidance of values. This model not only broadens the channels of ideological and political education but also provides a new way to cultivate socialist builders and successors who are “morally, intellectually, physically, aesthetically, and laboriously.” However, traditional ideological and political education is often confined to ideological and political courses, making it difficult to meet students’ diverse learning needs. The proposal of ideological and political education in courses has provided an opportunity for the innovative development of ideological and political education. It has broken the gap between ideological and political education and professional education, enabling ideological and political education to run through the entire process of university education, thereby achieving the purpose of university education.

Keywords:

Course-based ideological and political education
College students’ ideology and politics
educational integration

Online publication: March 27, 2025

1. Introduction

Curriculum-based ideological and political education focuses on exploring ideological and political elements in professional course teaching, organically integrating ideological and political education with the imparting of professional knowledge. This enables students to receive ideological and political education imperceptibly

while learning professional knowledge. This model can effectively solve the problem of the “two skins” between ideological and political education and professional education, and enhance the pertinence and effectiveness of ideological and political education. From the perspective of educational practice, college teachers should possess interdisciplinary teaching abilities and comprehensive

qualities, and be able to integrate ideological and political elements well into the teaching of professional courses. At the same time, ideological and political education in courses also emphasizes the students' dominant position, guiding them to think actively and practice the core socialist values, cultivating their sense of subjectivity, and nurturing them into compound talents with noble character and solid professional knowledge.

2. The importance of integrating ideological and political education into college students' ideological and political courses

2.1. Key measures for fulfilling the fundamental task of fostering virtue and nurturing talent in colleges and universities

Ideological and political education is an important component of school education, shouldering the important responsibility of guiding college students to establish correct values and moral cultivation ^[1]. Implement ideological and political education in courses, organically integrate ideological and political education with various professional courses, break down the barriers between traditional ideological and political education and professional education, and make ideological and political education not just ideological and political courses, but run through the entire process of university education. This is an all-around educational model and the fundamental task for achieving the "people-oriented" principle in universities. Under the influence of ideological and political education in courses, students can not only acquire professional knowledge but also have a subtle impact on ideological and political education. By integrating the imparting of knowledge with the guidance of values, they can cultivate their sense of social responsibility, patriotic feelings, and moral cultivation during the process of professional learning.

2.2. Effective ways to enhance the pertinence and effectiveness of ideological and political education

Implement ideological and political education in courses, integrate ideological and political education into professional courses, organically combine ideological

and political education with the imparting of professional knowledge, and make ideological and political education closer to students' professional studies and real life ^[2]. This model can effectively solve the problem of the "two skins" between ideological and political education and professional education, and enhance the pertinence and effectiveness of ideological and political education. In the process of ideological and political education in courses, teachers should, in light of the characteristics of professional courses and the needs of students, flexibly integrate ideological and political elements into them, making them more vivid, concrete and appealing. Under such an educational model, students can appreciate the significance and practical value of ideological and political education during their professional studies, and thus be more proactive in accepting it to enhance their ideological and political qualities.

2.3. It is an inevitable requirement for cultivating all-around and compound talents

Moral education in colleges and universities is an important part of moral education work in colleges and universities. Course-based ideological and political education is not merely the combination of ideas and concepts ^[3]. It is a way to integrate value guidance with knowledge transmission, enabling students to consciously cultivate correct worldviews, outlooks on life and values on the premise of having professional abilities. This teaching approach breaks the limitation of the previous single knowledge imparting in moral education work, allowing it to permeate every subject like salt water and achieve an intangible shaping of its value in the process of vocational learning. For college students, their professional qualities and ideological qualities are like two wings, neither can do without the other. Integrate the teaching content of economics with the relevant theories of the socialist market economy, combine the case study of projects with the cultivation of the spirit of craftsmanship, and integrate the appreciation of literature and art with the construction of cultural confidence. This enables students to not only master the knowledge of a major but also gain a deeper understanding of the country's development and social responsibility during the learning process. This "all-round" education model not only aligns with the fundamental mission of

moral education and talent cultivation in colleges and universities, but also meets the comprehensive demands for talents in the new era. Moreover, it proposes a new practical model for cultivating new types of workers and successors who possess both professional qualities and a sense of patriotism and love for the country.

3. Effective strategies for integrating ideological and political education into college students' curriculums

3.1. Optimize curriculum design and consolidate the foundation for integrating ideological and political education

During the stage of setting course objectives, each professional course needs to accurately anchor the convergence point between the two objectives of ideological and political education and professional knowledge. Science and engineering courses should be systematically planned. In the objectives of each chapter, the cultivation of a scientific spirit should be detailed. From theoretical derivation to experimental operation, the key points of cultivating innovative thinking should be gradually integrated. Moreover, throughout the entire course learning process, phased requirements should be put forward for the cultivation of students' sense of social responsibility. Liberal arts courses should center on the construction of cultural confidence. Through the study of classic works and the exploration of theoretical systems, specific goals for strengthening moral concepts and deepening humanistic care should be established^[4].

When formulating the course outline, it is necessary to sort out the key points of ideological and political education one by one according to the teaching chapters, and refine the ideological and political elements involved in each knowledge point, so that ideological and political education can be integrated into the core structure of the course like salt dissolving in water, rather than being isolated. In terms of the screening and integration of teaching content, a comprehensive and in-depth exploration of ideological and political elements in professional courses is carried out. Based on the disciplinary knowledge system, the historical context of the major is sorted out, and the key nodes with national sentiments and national spirit are integrated into the

teaching content. Based on the latest industry trends, analyze the ethical issues, social responsibilities, and other problems faced by the industry's development, and organically integrate them into the course explanations. Restructure the existing teaching content, optimize and refine the chapter sequence and content based on the progressive relationship between ideological and political education and professional knowledge, ensure seamless connection between ideological and political elements and professional knowledge, form a closely interwoven knowledge network, and provide solid content support for the integration of ideological and political education.

3.2. Innovate teaching methods to enhance the effectiveness of ideological and political education

In the process of implementing the case teaching method, a case resource library covering multiple fields and disciplines should be established to ensure that the selection of cases not only meets the requirements of ideological and political education in the curriculum, but also has certain timeliness and inspiration. Before teaching, the teacher carefully designs case discussion questions to guide students to analyze from the perspective of ideology and politics. During the teaching process, organize students to have group discussions, encourage them to express their own viewpoints, and provide appropriate guidance under the guidance of teachers to promote students to deepen their understanding of the connotation of ideological and political education in the collision of ideas, and improve their critical thinking and value judgment abilities. To ensure the orderly conduct of the discussion, detailed discussion rules and evaluation criteria should be formulated to guarantee the smooth progress of the discussion and achieve the goal of ideological and political education. In the implementation process of project-based learning, the design of the project task book should be guided by ideological and political education in the curriculum, and the ideological and political requirements and professional practice purposes in the project implementation process should be clearly defined. During the project initiation stage, organize students to carry out group activities, guide them to clarify the division of labor, and cultivate their communication skills^[5].

During the advancement of the project, teachers should inspect and guide students, encouraging them to implement teamwork spirit and a sense of responsibility in every task. After the project is completed, the comprehensive evaluation team conducts self-evaluation, mutual evaluation and teacher evaluation to comprehensively assess the students' professional performance and the improvement of their ideological and political qualities in the project. They promptly summarize experiences and improve the project design and guidance strategies ^[6]. In the blended teaching of online and offline, mature online learning platforms are utilized to establish special zones for ideological and political education in courses and provide classified push notifications to students. By taking advantage of the platform's functions, set up online discussion topics, guide students to communicate and interact around the ideological and political content of the course, and participate in the discussions promptly, answer students' questions, and guide the direction of the discussions. In offline classrooms, based on students' online learning conditions, activities such as theme discussions and case reviews are carried out to internalize the knowledge learned online, deepen students' understanding of ideological and political content, break through the time and space limitations of ideological and political education, and expand the coverage of education.

3.3. Improve assessment and evaluation to ensure the quality of integrating ideological and political education

A diversified assessment and evaluation system should be established. In the knowledge assessment section, in addition to the traditional theoretical questions, comprehensive and open ideological and political knowledge application questions should also be added to examine students' integration degree of ideological and political theory and professional knowledge ^[7]. Formulate detailed scoring rules and score students based on their mastery of knowledge and the rationality of their ideological viewpoints. The ability assessment mainly adopts process-based evaluation. Through methods such as project internship reports and case analysis assignments, it evaluates students' ideological and political abilities such as teamwork and innovative

thinking when applying professional knowledge to solve practical problems, and classifies them based on their ability performance ^[8]. The assessment of ideological and political literacy should establish a diversified evaluation system to evaluate students' classroom performance, mainly from two aspects: students' participation enthusiasm and the quality of their speeches. The degree of participation in group discussions is evaluated based on students' contributions and communication and cooperation abilities during the group discussions. Daily behavioral norms refer to the moral behaviors demonstrated by students in school life and social practice activities ^[9]. Establish a quantitative assessment index system to ensure the objectivity and fairness of the assessment results. Regularly collect assessment data, utilize data analysis tools to deeply explore the advantages and disadvantages of college students' ideological and political learning, and generate feedback reports ^[10]. On this basis, adjust the focus of teaching content, improve the strategies for applying teaching methods, intensify the promotion of teaching links that have achieved good results in ideological and political education, optimize the links with existing problems, continuously improve the quality of the integration of ideological and political education, and ensure the realization of the teaching goals of ideological and political education in courses.

3.4. Strengthen the construction of teaching staff and enhance the ability to integrate ideological and political education

As the core of moral education in colleges and universities, the most important link in moral education in colleges and universities is the ideological and political quality and educational level of teachers. At present, teachers in some colleges and universities generally show the phenomenon of "emphasizing specialties while neglecting ideological and political education", and there is an urgent need to conduct systematic training for them to improve the level of ideological and political education in their disciplines. To enhance the ideological and political quality of teachers, it is necessary not only to arm them with theories but also to exercise them in educational practice, making it a kind of "teaching awareness" that combines "professional understanding" and "value orientation." For example, carry out better

teaching reforms for the course “Data Structures.” During the teaching process, a concentrated study session was conducted for the students, and relevant experts from the Institute of Marxism were invited to research both theory and practice. The teacher believes that the “Algorithm Optimization” chapter can include “Improving the Process,” while the “Selection of Data Structures” chapter contains the dialectical thinking mode of “For different Situations.” In the course “Conflict Resolution of Hash Tables,” a young teacher initially gave only a brief theoretical exposition of it. After conducting research and studies, revise the lessons in the classroom: First, lead the students to explore the methods of handling various conflicts in daily life; Then, the hash table is applied to both chained addresses and open addresses for processing, and eventually it is elevated to values such as “harmonious coexistence” and “seeking common ground while reserving differences”. During the teaching process, various solutions were first demonstrated, and then a group discussion on “How to use this approach to deal with interpersonal conflicts” was conducted, which significantly enhanced the students’ participation and the depth of their thinking.

Schools can also hold “Seminars on the Reform of Ideological and Political Education in Courses” and frequently organize teachers to conduct classroom teaching and observations. A teacher with over 30 years of teaching experience has organically integrated the “backward characteristics of the stack” with the “inheritance and innovation of traditional culture” through a novel teaching method. He asked the students to give examples to illustrate the manifestations of “layer-by-layer accumulation” in traditional cultural heritage, then led the students to understand the operation rules of the stack, and finally discussed how to maintain one’s cultural roots in the process of innovation. Such a teaching method can visualize some abstract technological concepts and cultivate confidence in cultural imperceptibly. After the seminar, all the teachers expressed that the method of combining “career and teaching” was feasible. The above experience indicates that the teaching staff

should follow the basic principles of “emphasizing the connection between theory and practice” and “individual and group collaboration”. A complete ideological and political education system enables one to break through their professional limitations, enhance their ideological and political quality, and thereby achieve a “subtle and gradual” educational effect. Only in the classroom, when teachers infuse their value guidance into vocational education like salt water, will such classroom moral education work become more effective. It is not only an improvement of teachers’ skills, but also a profound transformation of educational concepts. A long-term and effective system must be established to promote it.

4. Conclusion

In conclusion, taking ideological and political education courses as the entry point to conduct ideological and political education for college students has significant practical significance. It not only enriches the content and form of ideological and political education but also provides strong support for colleges and universities to cultivate comprehensive and developed talents. In the future, with the renewal of educational concepts and the continuous progress of educational technology, the position of ideological and political education in courses in university education will become increasingly important. Colleges and universities should strengthen the construction of ideological and political education in courses, improve the corresponding systems and mechanisms, enhance the training and support for teachers, and promote the in-depth integration of ideological and political education in courses and professional education. At the same time, we should attach importance to students’ feedback and improve the teaching content and methods of ideological and political education in courses to better meet the needs of college students’ growth in the new era, to cultivate more outstanding socialist builders and successors for our country.

Disclosure statement

The author declares no conflict of interest.

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Policy Analysis on Comprehensively Deepening the Construction of Teachers in the New Era

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Abstract:

In the process of the development of times, our education has advanced with the era, constantly optimizing and reforming. As the organizers of teaching activities, teachers' ability and accomplishment are of great significance to the improvement of education quality. Therefore, against the background of education, how to strengthen the effect of teacher construction in the new era has become an important topic for the quality development of the education industry. Based on this, based on the strategic significance of comprehensively deepening the construction of teachers in the new era, this paper proposes corresponding optimization policies to provide a reference for future research.

Keywords:

New era
Construction of teachers
Capability optimization

Online publication: March 27, 2025

1. Introduction

In the new development period, to promote socialist construction, under the background, the environment of education is also constantly improving. At this time, to better meet the development needs of the new era, education effectiveness should be continuously strengthened, and teachers, as an important part of the development of the education industry, should be built based on the new era, new forms, new requirements, etc., to promote them to meet the needs of the development of education in the new era and lay the foundation for the improvement of the quality of education work.

2. The strategic significance of comprehensively deepening the construction of teachers in the new era

Education is a hundred-year strategy for national development. As the basis for the implementation of education plans, teachers shoulder the historical task of disseminating knowledge, ideas and truth, and shoulder the responsibility of shaping souls, lives and people in the development of the era. As the primary resource for the development of education, teachers are the key to national prosperity, national revitalization and people's happiness^[1]. In the face of the new era, new journey, and new mission, the teacher team has not been comprehensively constructed, so it does not match the

needs. There are problems that some regions do not attach importance to the importance of education, do not have enough teachers, pay attention to the hardware and ignore the software in the process of education development, pay attention to the extension and ignore the internal situation. Therefore, in the process of the development of the new era, it is of great significance to strengthen the support for the construction of teachers, improve the problem of weak regional teachers, and enhance the effect of education and teaching support.

3. The policy of comprehensively deepening the construction of teachers in the new era

3.1. Comprehensively improve the ideological and political quality of teachers

In the whole process of teacher team construction and training to better promote the implementation of the theory and practice strategy of socialism with Chinese characteristics, so that it can be combined with education to guide the teachers to establish a scientific view of history, nationality and nationality, ideological and political construction should be carried out in the process of teacher team construction, and teachers' action effectiveness should be strengthened by ideology. In the concrete development, they will always adhere to the socialist road with socialism with Chinese characteristics as the core, improve the standardization and effectiveness of education according to the corresponding educational theories and systems, and make teachers have strong cultural self-confidence, correctly understand traditional cultural knowledge, grasp its deep meaning, and improve their ability to judge, choose and shape values. Set an example in practice^[2].

Secondly, in the process of the construction of the educational team, teachers should be encouraged to have a sufficient understanding of the glorious history of Chinese education, so that they can work based on the essence of education, and then take root in teaching practice, and do a better job in teaching. At the same time, it is necessary to vigorously develop the education of excellent Chinese culture, revolutionary culture and advanced socialist culture, vigorously publicize patriotic education, and train teachers to love the motherland

and serve the country's spirit, so as to cultivate patriotic feelings. In addition, in the process of construction, the current situation of moral education in schools should be analyzed, based on the development needs of the new era, new requirements for moral education work should be put forward, and corresponding countermeasures should be formulated.

Finally, in the process of constructing teachers, we should strengthen the understanding and training of the party, national and social conditions, pay attention to public opinion, and improve the pertinence and effectiveness of ideological work. At this time, we should give full play to the advantages of the school's education management, strengthen the education management of teachers and students, and carry out targeted ideological and political work according to the characteristics of young teachers, to improve the sense of responsibility and mission of young teachers in teaching.

3.2. Vigorously strengthen the construction of teachers' ethics and ethics

We must build teachers' ethics into the primary standard to measure teachers' quality. First of all, we should vigorously advocate the lofty ethics of teachers, so that all teachers can "establish themselves by virtue, learn by virtue, and teach by virtue", and in moral education, achieve the unity of teaching and educating people, the unity of word and example, the unity of inquiring and caring for society, and at the same time combine academic freedom and academic standards. So that they can be a guide to cultivate personality, learn knowledge, innovate thinking, and serve the country^[3].

Secondly, the long-term mechanism of teachers' moral education should be established to make the construction of teachers' ethics a long-term task. It is necessary to reform the construction of teachers' ethics, increase the intensity of the construction of teachers' ethics, strengthen the emphasis on the construction of teachers' ethics, and integrate the construction of teachers' ethics into the vocational training. It is necessary to perfect the system of new teachers' induction oath, Teachers' Day oath, and retirement, and strive to make teachers become "four" good teachers.

Thirdly, in terms of the professional ethics of teachers in universities, primary schools and kindergartens

in the new era, we should strengthen the investigation of teachers' ethics, improve teachers' moral standards, draw the bottom line of teachers' ethics, implement the teacher ethics commitment system and the negative list system of teacher ethics assessment, improve the management system of teacher ethics files, and incorporate the dual assessment of teacher ethics and work performance into the teachers' ranks. And integrate it into the teacher team, in the annual assessment, excellent award, professional title promotion, job competition, employment and other matters, strictly implement the "one vote veto" system.

Moreover, it is necessary to strengthen the supervision of teachers' ethics, improve the supervision system of teachers' ethics, and broaden the channels of teachers' moral supervision. For areas and schools with serious problems in teacher ethics, establish and improve the teachers' moral evaluation system, strengthen the education management of teachers, establish teachers' credit records, and improve the mechanism of good faith commitment and dishonesty, to reduce the occurrence of academic misconduct. It is necessary to vigorously publicize the lofty teachers' ethics, dig deeply into the typical teachers' ethics, select and praise the models of teachers' ethics following the relevant regulations of the state, province and city, and show them widely, so as to establish an excellent teacher image in the whole society, to generate a strong positive energy.

3.3. Improve the current school teacher development system

Improving the quality of teachers themselves is conducive to promoting the development of education. Under the current circumstances, to cultivate excellent talents conducive to this development, it is necessary to strengthen the training of teachers. Only with the enhancement of teachers' professional ability and the improvement of teaching level can they better provide students with rich knowledge^[4]. In the past development process, because the school itself was limited by traditional teaching ideas and limited teaching resources, many teachers lacked opportunities for their development. In this regard, all aspects should strengthen attention to this aspect, and take appropriate methods to guide, so that teachers can clearly understand their responsibilities and the direction of development, to promote the construction

and development of teachers. For example, some regions have graded teachers according to the actual situation of teacher development, providing a clear direction for their promotion. Relevant units can also build a working platform for the training of project leaders and subject leaders, laying a foundation for the optimization and construction of teachers.

3.4. Attach importance to vocational training before teachers' work

The pre-training of vocational education plays an important role in improving the quality of construction of teachers. At this time, prior training can be carried out from the following aspects: First, the teaching content and teaching mode of teachers' professional teaching should be reformed. Each university should cooperate well with enterprises and society, and create scientific research projects suitable to them according to its specific conditions, so as to create better time opportunities and space for teachers and help them improve their practical ability^[5]. At the same time, the evaluation of students should be further carried out in teaching to enhance the comprehensive quality of students. In the school learning stage, we should pay attention to the ability of teachers to train, so that they can combine theory and practice. Second, we should improve the admission standards of the teaching profession. For example, the relevant units can arrange teachers to participate in ability training before teachers take up their posts, improve their teaching level and teaching plan design level, and then, according to the results of training, competitions can be held, and talents with excellent results can be admitted.

3.5. Improve the overall work level of teachers

At present, the teacher resources in some rural areas are relatively tight, and the problem has not been effectively solved for a long time. To effectively solve the problem of the lack of educational resources and teachers in the new era, the relevant departments should take appropriate measures in time to optimize the rural education problem, to lay the foundation for the smooth progress of teaching work. At this time, the relevant departments can use the method of segmented processing to optimize education. First, in the process of teacher recruitment and teacher resource allocation, to improve the actual efficiency

and rationality of allocation, the relevant part should differentiate the standards of leveling teachers to provide a basic guarantee for improving the comprehensive quality of teachers. Second, the admission standards for teachers should be strictly enforced, and the channels for teacher admission should be broadened, so that more high-ability and high-quality personnel can have the opportunity to enter the education sector. At this time, due to the relatively strict admission standards, it can effectively restrict personnel with insufficient ability and low comprehensive literacy from entering the education industry. However, broadening the channels can bring capable personnel from different industries into the education system, inject fresh blood into the education industry, and make the overall education and teaching activities more effective, so as to solve the problem of a shortage of teacher resources. Fourth, we should create employment conditions for non-established teachers, and implement joint teaching of multiple

colleges and universities in some areas where there is a shortage of teachers. To stimulate the enthusiasm of this group, the performance work should be linked with the assessment work. In addition, to better realize the sharing of educational resources, teachers can also carry out exchanges in different regions, to “drive small with large,” and then effectively improve the comprehensive quality of teachers.

4. Conclusion

All in all, the construction and optimization of the teacher team in the new era should be designed in the full scope of education and teaching work, and different policies and education and teaching requirements should be integrated to promote the continuous improvement of teachers' personal quality and ability, and lay the foundation for the smooth progress of the reform of the teacher team to improve the quality of education work.

Funding

2023 Hainan Vocational University of Science and Technology University-level Education and Teaching Reform Research Project, “Research on the Cultivation of Employability of Innovative Financial Talents in Free Trade Port Based on Talent Portraits” (Project No.: HKJG2023-22)

Disclosure statement

The author declares no conflict of interest.

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Research on the Teaching Evaluation of Situation and Policy in Higher Vocational Colleges under the Perspective of the Integration of Industry and Education

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Abstract:

The “Situation and Policy” course is the main battlefield for implementing ideological and political education in higher vocational colleges and an important way to enhance students’ ideological and political literacy. To improve the overall effectiveness of the course education and explore its practical application value, it is necessary to fully grasp the requirements of industry-education integration and optimize and improve the course teaching evaluation, thereby promoting the further development of the course. Based on this, this paper first elaborates on the relevant content of industry-education integration, then analyzes the specific models of course teaching evaluation, and finally puts forward evaluation suggestions, with the aim of providing references for subsequent research in this field.

Keywords:

Integration of industry and education
Higher vocational colleges
Situation and policy
Teaching evaluation

Online publication: March 27, 2025

1. Introduction

The construction of the “Situation and Policy” course is a challenging task. With the continuous innovation of educational concepts in our country, the teaching problems of the “Situation and Policy” course have become increasingly prominent. To get out of this predicament, it is necessary to start from the course evaluation, adopt a brand-new evaluation model to optimize the course teaching, and effectively enhance the overall teaching level by building a complete evaluation

system and combining it with specific teaching needs, thereby promoting the further development of the course. At the same time, it is also necessary to grasp the specific requirements of industry-education integration and strengthen the teaching quality of the course. Therefore, the research of this article has certain practical significance.

2. Overview of the integration of production and education

2.1. Connotation

The system of integration of production and education is a system that promotes the common development of industry, education and scientific research by strengthening the combination of production, learning and research, and has important application value. With the development of economic integration in the world and the coming of the information age, the integration of production and education has been paid more and more attention by all countries in the world, and its application value is becoming more obvious. The essence of the integration of production and education is to combine teaching with the actual industry, make teaching closer to the actual production and life, promote colleges and universities to export talents more effectively, and let enterprises get more professional human resources support. Through the integration of industry and education, higher vocational colleges and other units will cooperate with enterprises, industries or social institutions to jointly train talents, and establish long-term scientific research cooperation and technology promotion relations, to provide students with certain practical learning opportunities, to improve their ability and better meet the needs of enterprises and society. In the process of implementing the integration system of production and education, the two aspects of production and learning should be effectively combined and scientifically divided so that they can play to their respective advantages. Enterprises should provide practical, basic data and information support for colleges and universities according to practical problems and industry needs. In the field of education, support should also be given to personnel training, scientific research, and innovation ^[1]. In the process of cooperation, the two sides can improve each other and achieve the effect of complementary advantages. The integration of industry and education is an effective driving force to promote the development of the industry, promote the progress of science and technology, and enhance the core competitiveness of enterprises. Through the integration of industry and education, it is conducive to cultivating high-quality talents who are more in line with the needs of the industry, realizing scientific and technological progress,

promoting industrial transformation, and driving local economic development. But at the same time, it is not easy to promote the integration of industry and education. One of the keys to success is that both parties need to understand each other, reach an agreement, and form a healthy cooperative relationship. On this basis, a sound cooperative education and evaluation system should be further constructed to provide a guarantee for the smooth progress of the joint training of professional talents. In addition, it is also necessary to promote the effective implementation of the integration system of industry and education from three aspects: guidance, coordination and support ^[2].

2.2. Current situation and challenges

In the current background of industrial upgrading, there is an urgent need for high-quality professional and technical personnel as support. To this end, the development model of industry and education as the link to the needs of the industry and the cultivation of talents is gradually being implemented, and highlights the good application value. But at the same time, there are still many problems in the process of deepening the integration of industry and education ^[3].

From the current situation, the introduction of several relevant policy documents, such as the “Several Opinions on Deepening the Integration of Industry and Education,” has created favorable policy conditions for the combined development of industry and education. At present, colleges and universities all over China are actively carrying out school-enterprise cooperation, through establishing good cooperative relations with enterprises, jointly building internship bases, creating modern apprenticeship pilots, providing students with a full range of professional training, and obtaining obvious results. At the same time, more and more enterprises also participate in the integration of production and education, establish a cooperative training model with relevant higher vocational colleges, build a complete practical training and teaching system of higher vocational colleges, improve the comprehensive quality of graduates of higher vocational colleges, recruit high-quality professionals for themselves, and effectively enhance their strength ^[4].

At the same time, the integration of production and

education also faces certain challenges. First, institutional barriers are still an important reason for hindering the integration of industry and education. At present, school-enterprise cooperation is still in a shallow state, without forming a solid cooperation mechanism, especially in the protection of property rights and the distribution of interests, the two sides are easy to have disagreements, affecting the further development of the integration of industry and education. Second, there is a serious imbalance in the distribution of educational resources, that is, high-quality resources are excessively inclined to famous universities and developed regions, and most ordinary higher vocational colleges are difficult to obtain enough resources, difficult to promote talent training, and unable to meet the requirements of society for all kinds of talents. Third, there is a serious shortage of “double-qualified” teachers, which seriously restricts the further improvement of education quality. In addition, some parents and students in higher vocational colleges have misunderstandings about higher vocational education and look down on it in their hearts, which is not conducive to the development of vocational education^[5].

Although the integration of production and education in China has achieved some results, there are still some problems that make it impossible to further develop the integration of production and education. In the future, it is also necessary for the government, schools, enterprises and all sectors of society to work together to discuss the problems arising in the implementation of the integration system of production and education, effectively optimize the allocation of resources, and strengthen the training of “double-qualified” teachers, meet the needs of teachers, and push the integration of production and education to a higher level of development, so as to meet the needs of social development for talents.

3. The current situation in higher vocational colleges and the problems existing in the policy course evaluation

The course of “Situation and Policy” in higher vocational colleges is an important platform to carry out the fundamental task of cultivating morality and cultivating students’ political literacy. However, with the deepening of the reform of vocational education and the requirement

of “three whole education,” the traditional teaching evaluation model has increasingly exposed structural contradictions and is not adapted to the educational goals in the new era. These models have problems such as single evaluation subject, fragmented evaluation indicators and mechanical evaluation methods, which are difficult to meet the needs of modern vocational education reform and the cognitive development law of post-00s vocational students, resulting in a structural imbalance in the educational effectiveness of the course^[6].

3.1. Structural defects existing in the evaluation system

The current evaluation system of the “Situation and Policy” course has the characteristics of “triple and triple light”: emphasizing knowledge evaluation and neglecting value guidance; attaching importance to the evaluation of results and despising the diagnosis of process; attaching importance to quantitative statistics and despising qualitative analysis. For example, the evaluation mainly focuses on students’ mastery of the course content, while ignoring the cultivation of core values such as political identity and national pride. The problem is further exacerbated by administrative bias in the assessment body. The uniform standards set by the education authorities conflict with the need for institutions to train talents for the needs of the industry. Key stakeholders, such as industry, business and parents, have minimal involvement in assessment, resulting in a rigid “government-led, school-implemented” model that fails to capture the social relevance of the curriculum.

3.2. Practical challenges in technical implementation

3.2.1. Evaluation indicators of fragmentation

Most institutions mechanically adopt the evaluation template of professional courses, applying a rigid framework: class participation (20–30%) (attendance, class performance, group discussion); Work (20–30%); Final exam (50%) (usually standardized test or practice report). This structure emphasizes rote memorization while ignoring the internalization of values, fails to evaluate the integration of ideological and political elements, and fails to systematically improve students’ political literacy^[7].

3.2.2. Assess the digital divide in innovation

Although online assessment systems have been introduced, data collection remains superficial (e.g. attendance, test scores) and there is a lack of analysis of students' digital behaviour or emotional engagement. Most platforms only record basic data without establishing a "data collection-intelligence-feedback loop," resulting in technical enablement becoming a mere formality^[8].

3.2.3. The dual disconnect between the institutional constraints and the evaluation results

The results of the evaluation are mainly used to review teacher performance, rather than to improve teaching. One school's three-year review, for example, revealed that 67 percent of recommendations for improvement were repetitive, such as vague recommendations to "enhance classroom interaction" or "improve teaching methods." This "evaluation for evaluation's sake" approach reduces the evaluation system to a management tool rather than a tool for development^[9].

In addition, there is a lack of a unified mechanism between education authorities, institutions and industry to link assessment criteria. The contradiction between "multiple regulations" and "regulatory gaps" hinders systemic reform. For example, in the context of the integration of industry and education, the actual needs of enterprises for courses and the requirements of students' vocational abilities are not fully integrated into the evaluation system, resulting in a disconnect between courses and market demand^[10].

4. The application of teaching evaluation methods of the "Situation and Policy" course in higher vocational colleges from the perspective of production-education integration

4.1. Course design stage

In the teaching design of the "Situation and Policy" course, it is necessary to effectively implement the content of teaching evaluation. A good teaching design can improve the overall teaching effect and ensure the effectiveness of the course implementation. At the same time, from the perspective of the integration of production

and education, it can also meet the needs of professional personnel training. In the teaching process of "Situation and Policy," the participants in the design stage mainly include curriculum design managers and practical operators. Design background, leadership management authority allocation, design plan, design process, and design results evaluation are the main evaluation content, among which design results evaluation is the most critical, which can be divided into three types.

First of all, in terms of impact and effectiveness evaluation, the actual needs of students are mainly taken into account. It is necessary to confirm whether the overall design of the course is consistent with students' learning needs, and optimize and improve the design scheme based on students' opinions to ensure that the design scheme can have good educational value. Secondly, in terms of sustainability evaluation, it is necessary to judge the operability and feasibility of the design scheme by referring to the opinions of different groups in the university, including the staff group, the student group, and the leadership group. Finally, in the aspect of extensibility evaluation, we pay attention to whether the "Situation and Policy" course design scheme can be popularized and used in other universities, and evaluate its applicability. Each stage of the course "Situation and Policy" needs to carry out a reasonable evaluation, to judge the implementation effect of the course and whether it meets the needs of the integration of industry and education, and provide effective support for the follow-up of the course^[11].

4.2. Curriculum implementation stage

After the design of the curriculum, it is necessary to strictly carry out teaching evaluation in the implementation stage of the curriculum, and verify whether the design is scientific and reasonable in the teaching process. Considering the requirements of the integration of production and education, adjustments should be made based on the actual situation. At this stage, it is necessary to effectively allocate educational resources for teaching activities, and evaluate the effect of classroom implementation by combining various indicators, including teachers' teaching ability and professional quality, as well as students' learning interest, basic ability, and classroom performance. The evaluation

content of “Situation and Policy” course implementation stage mainly includes the evaluation of teaching content, teaching activities, teaching management, teaching environment, etc., to judge whether the teaching content is reasonable, whether the teaching activities are implemented, whether the teaching management is powerful, and whether the teaching environment is perfect. At the same time, it is also necessary to evaluate the teaching implementation results from three aspects: First, in terms of impact and effectiveness evaluation, it is necessary to judge whether students understand the course content during class, whether the feedback information is timely and effective, and whether the teaching of teachers meets the curriculum standards and requirements. At the same time, the advantages and disadvantages of curriculum teaching activities should be objectively evaluated to confirm whether curriculum resources have been effectively utilized ^[12]. Secondly, in terms of sustainability evaluation, it is necessary to collect the opinions of teachers and students on the curriculum, determine the specific needs, and improve the curriculum design scheme. Finally, in terms of extensibility evaluation, appropriate promotion should be carried out according to the merits and disadvantages of the curriculum plan, and the teaching differences with other colleges and universities should be judged to confirm whether it meets the requirements of integrated education between industry and education ^[13].

4.3. Course assessment stage

The assessment stage mainly involves the summary of the teaching situation of the course. The purpose is to judge whether the teaching program can meet the requirements of the course standards, and whether it can promote the further development of the integration of production and education. At the same time, the ability cultivation of students in the learning process is evaluated, based on which the teaching plan is adjusted. The evaluation of

the assessment stage of the “Situation and Policy” course includes assessment management, assessment methods, assessment process, and assessment results ^[14]. In terms of assessment results, the key points are as follows: First, in terms of impact and effectiveness evaluation, it is necessary to evaluate whether the assessment can promote students’ learning and improve their ability to grasp and use knowledge, and confirm the opinions of teachers and students on the course assessment ^[15]. Secondly, in terms of sustainability evaluation, the evaluation steps are consistent with the teaching rules of the course, and whether the content is appropriate. Finally, in terms of extensibility evaluation, whether the evaluation content can be applied to the assessment work of other colleges and universities can optimize the specific assessment process. In this way, the overall teaching effect of the “Situation and Policy” course can be improved, and students’ professional ability and overall quality can be further enhanced under the requirements of the integration of production and education to provide high-quality talents for enterprises ^[16].

5. Conclusion

According to the analysis and research of this paper, in order to improve the overall effect of the “Situation and Policy” course education and tap the practical application value of the course from the perspective of the integration of production and education, it is necessary to fully grasp the requirements of the integration of production and education, optimize and perfect the course teaching evaluation, and thus promote the further development of the course. Based on this, this paper mainly analyzes the three stages of curriculum design, curriculum implementation and curriculum assessment, and puts forward appropriate evaluation suggestions, hoping to provide certain reference value.

Disclosure statement

The author declares no conflict of interest.

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Post-operative Rehabilitation of Hearing-Impaired Children Under the Perspective of Multi-subject Synergy: Cracking the Dilemma and Constructing Mechanisms

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Abstract:

With the popularization of cochlear implants, language rehabilitation for children with hearing impairment is still in a difficult situation. This paper finds that there are three major problems in the post-operative rehabilitation of children with hearing impairment: half of the families are dissatisfied with the effect of language rehabilitation, and the economic pressure, insufficient cooperation of the family and the lack of resources are significant; the family empowerment is limited by the parents' energy, skills and psychological counseling gaps; and on the social level, 70% of the children were socially ostracized and 30% of the families had weak knowledge of integrated education. The study proposes a "three-step pyramid" model to solve the problem of missing the golden recovery period for children with hearing impairment.

Keywords:

Hearing-impaired children
Postoperative rehabilitation
Developmental pathway
Practical difficulties.

Online publication: March 27, 2025

1. Introduction

According to the data released by the China Disabled Persons' Federation (CDPF), as of 2020, there are about 27.8 million people with hearing disabilities in China, accounting for 1.67% of the total population of the country, and about 30% of the country's disabled people. Among them, there are about 4.6 million children with hearing disabilities aged 0-14 years old, and the number is increasing by 20,000–30,000 per year. Hearing disability is the second largest type of disability in China, besides physical disability, and has

a profound impact on an individual's language function, cognitive development, and quality of life^[1].

With the support of national policies and the development of hearing technology such as cochlear implants, more and more hearing-impaired children can receive cochlear implantation surgery, but hearing-impaired children are often faced with the problem of lagging language development in post-surgical rehabilitation. At present, there are only about 19,000 hearing-impaired children in China who can receive

professional language rehabilitation training, accounting for only 0.41% of the number of hearing-impaired children, and less than 50% of the hearing-impaired children can enter general education schools after the training, which is far from meeting the actual demand, resulting in many hearing-impaired children missing the golden rehabilitation time of the “optimal language acquisition period.” As a result, many hearing-impaired children miss the golden time for rehabilitation during the “optimal language acquisition period” [2].

Based on this, this research report takes postoperative rehabilitation of hearing-impaired children as the research object, and through questionnaires and on-site interviews, analyzes in-depth the reality of the dilemma of postoperative rehabilitation of hearing-impaired children and tries to explore the path to solve the problem, intending to promote the restoration of the hearing and speech ability of hearing-impaired children, improving cognitive function and motor ability, as well as enhancing self-confidence and social ability.

2. Research on the realistic dilemma of postoperative rehabilitation of hearing-impaired children

A total of 550 questionnaires were distributed and 516 were recovered, with a recovery rate of 93.8%, of which 432 were valid questionnaires, with a validity rate of 83.7% [3]. The questionnaires covered the basic situation of hearing-impaired children and their families, the current status of postoperative rehabilitation intervention, family needs and satisfaction, etc. The purpose of this study is to comprehensively understand the current situation and dilemmas of postoperative rehabilitation of hearing-impaired children, and to put forward corresponding countermeasures based on this, to enhance the effectiveness of the rehabilitation of hearing-impaired children. In the course of the research, it was found that the rehabilitation of children with hearing impairment faces three major difficulties: language rehabilitation, family empowerment and social integration.

2.1. Language rehabilitation dilemma

Nearly half of the hearing-impaired children’s language rehabilitation training results are average or unsatisfactory,

indicating that the overall effect needs to be improved. Economic pressure, family training cooperation and other factors constrain the effect of rehabilitation, the high cost of rehabilitation has a greater impact, nearly half of the parents are affected by this problem, and family training cooperation has a great impact on more than 60%, to change the status quo need to be coordinated in various aspects. Only 36% of parents believe that language rehabilitation resources are sufficient, reflecting the relative lack of resources. At the same time, nearly 40% of parents need additional tools to assist in rehabilitation, and nearly half of the parents expect professionals to assess the progress of rehabilitation regularly, so the current supply of resources fails to meet the actual demand. Insufficient training methods and individualized adaptation. The varying effectiveness of children’s speech and language rehabilitation training may be due to the lack of individualization of training methods, which may not be able to adequately adapt to each child’s learning abilities and interests. Among the influencing factors, 51.4% of the training methods have a greater and greater impact on the rehabilitation effect, indicating that it is urgent to optimize the training methods and enhance their relevance (Table 1).

Table 1. Degree of difficulty faced by the child during postoperative speech rehabilitation

Difficulty	Frequency	Percentage
No difficulty at all	6	1.4%
Some difficulty	72	16.7%
Average difficulty	192	44.4%
More difficult	114	26.4%
Very difficult	48	11.1%
Total	432	100.0%

2.2. Difficulties of family empowerment

Parents’ participation in rehabilitation training is difficult. Parents face many obstacles in participating in their children’s rehabilitation training, such as busy work, lack of professional knowledge and skills, financial pressure and biased attitudes. The psychological burden on families is heavy and there is a lack of guidance. Families of children with hearing impairment generally suffer from psychological pressure, with more than half of

them having high and very high pressure, and more than half of them have a need for professional psychological counseling services, but there may be a lack of effective channels for psychological counseling and professional support at present. Difficulties in formulating and implementing family rehabilitation programs. Most parents attach importance to the formulation of family rehabilitation training plans, but lack sufficient capacity and support in key aspects of plan implementation, such as the design of training content, time schedule, interface with institutions and psychological counseling for their children, etc. Parents who expect greater or great help account for a certain proportion in all aspects (**Table 2**).

Table 2. The extent to which you feel your child has difficulty integrating into the social environment (e.g., school, community, etc.)

Option	Frequency	Percentage
No difficulty at all	6	1.4%
Some difficulty	90	20.8%
Average difficulty	162	37.5%
More difficult	126	29.2%
Very difficult	48	11.1%
Total	432	100.0%

2.3. Difficulties of social integration

Low social acceptance hinders integration. When participating in social activities, children with hearing impairment often encounter a lack of understanding or obstacles from the outside world, with more than 70% of them encountering such situations “sometimes,” “often,” “always,” seriously hindering their integration into society, limiting their social scope and social integration. This seriously hinders their integration into society and limits their socialization and participation in society. There are obstacles to the implementation of integrated education. Although more than 90% of parents support integrated education, nearly 30% of parents do not know enough about the school’s integrated education program, which may make it difficult for parents to effectively cooperate with the school during the implementation of integrated education, affecting the learning and integration effect of children with hearing impairment in

school. Inadequate social support system. Parents have a strong demand for social support measures for children with hearing impairment, such as the construction of public facilities, the development of social activities, and employment support, but current social support is unable to meet these needs, and there are shortcomings in promoting the full integration of children with hearing impairment into society (**Table 3**).

Table 3. Level of parental involvement in the child’s postoperative rehabilitation process

Level of participation	Frequency	Percentage
Insufficient participation	0	0
Less participation	36	8.3%
Average participation	138	31.9%
Involved more	114	26.4%
Frequent participation	144	33.3%
Total	432	100.0%

3. Study on the causes of dilemmas in postoperative rehabilitation of children with hearing-impairment

3.1. Analysis of the difficulties in language rehabilitation

The main reason for “poor rehabilitation effect and limited promotion” is that for many families, bearing high rehabilitation costs for a long period of time is a heavy financial burden, which may lead to the parents not being able to provide a complete rehabilitation program for their children on a continuous basis ^[4]. In addition, most of the parents are not professional rehabilitation trainers and lack professional knowledge of language rehabilitation for children with hearing impairment, so they cannot properly carry out rehabilitation training in the home environment.

3.2. Analysis of social integration difficulties

The main reason for “low social acceptance hinders integration” is that there are stereotypes of children with hearing impairment in the society, which affects the public’s attitude towards children with hearing impairment and makes children with hearing impairment face more unfair treatment in the society. At the same time, children

with hearing impairment have difficulties in language learning and expression due to hearing impairment, which makes the communication between them and the general population significantly impaired. In addition, despite the popularization of the concept of integrated education, insufficient teacher expertise and school resources make it difficult for children with hearing impairment to achieve full development and integration in schools.

3.3. Analysis of family empowerment dilemma

The main reason for “parents’ difficulties in participating in rehabilitation training” is that parents have limited energy, making it difficult for them to combine work with their children’s rehabilitation training ^[5]. At the same time, the knowledge and skills training resources provided by society are limited and of different quality, making it difficult for parents to obtain professional guidance. In addition, the traditional view in some areas is that rehabilitation relies mainly on professionals and ignores the role of parents, resulting in low motivation for parental participation.

4. Research on the solution path of post-operative rehabilitation for hearing-impaired children

The “Pyramid Three-Step Integrated” rehabilitation model

constructed in this paper is centered on the individual hearing-impaired child, and centers on three key areas: family empowerment, language rehabilitation, and social integration.

In the area of family empowerment, we conduct parent interviews to understand the needs of parents, organize parent classes to impart knowledge and skills, set up mutual support groups to promote experience exchange, and provide psychological guidance to relieve parents’ pressure, so as to enhance the supportive capacity of families in rehabilitation.

In the speech and language rehabilitation section, we have developed a variety of tools such as cochlear locks and articulation aids, strengthened hearing screening and return visits, and carried out a variety of activities and utilized the “Whale Language” platform to enhance the effect of rehabilitation in all aspects.

In the Social Integration section, the company has set up a special integration classroom, organized a series of 52Hz activities, and promoted artistic popularization of science, so as to help hearing-impaired children better integrate into the society.

This model integrates the resources of the government, medical institutions, schools, social welfare organizations and other parties, realizes the synergy of multiple subjects, and has strong innovation and practical value.

Disclosure statement

The author declares no conflict of interest.

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Research on the Innovative Path of Aesthetic Education in Universities Enabled by Artificial Intelligence

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Abstract:

Artificial intelligence technology provides a new opportunity for the innovative development of aesthetic education in universities, but also brings practical challenges such as ethical risks and the talent gap. From the three dimensions of “what,” “why,” and “how,” this study systematically discusses the value and implications, realistic challenges and innovation paths of artificial intelligence enabling aesthetic education in colleges and universities. Artificial intelligence technology can expand aesthetic education resources, innovate teaching methods, improve teaching efficiency, and promote the all-round development of students’ aesthetic ability and creativity. However, the lack of technical maturity, data security and privacy protection, and the shortage of talent limit the further application of artificial intelligence in aesthetic education. Therefore, this study suggests that strengthening technology research and development, establishing and improving data security and privacy protection mechanisms, and emphasizing talent cultivation are essential for the deep integration of artificial intelligence and aesthetic education.

Keywords:

Artificial intelligence
University aesthetic education
Aesthetic education teaching
Innovation path

Online publication: March 27, 2025

1. Introduction

The goal of aesthetic education in universities is to cultivate students’ ability to perceive, express, appreciate, and create beauty ^[1]. Aesthetic education is a vital and fundamental part of university education ^[2]. Nowadays, the development of Internet technology, big data, artificial

intelligence is deeply integrated into the whole process of economic and social development, and strongly influence the development of education. Therefore, artificial intelligence enabling aesthetic education in universities is an inevitable trend of technological development. The in-depth implementation of the strategy of rejuvenating

the country through science and education, promoting the digitalization of education, and providing high-quality education has become a national strategy. Aesthetic education in contemporary universities should have both historical inheritance and cultural adaptability to meet the development requirements of the new era ^[3]. Therefore, exploring the innovative path of artificial intelligence enabling aesthetic education in universities is of great theoretical and practical significance.

2. What: The value and implications of artificial intelligence enabling aesthetic education in universities

Driven by digital media, the new era of aesthetic education is characterized by interaction, triggering, immersion, and providing students with a broad aesthetic space and multidimensional content presentation forms” ^[4]. Enabling aesthetic education in universities by artificial intelligence is not only an inevitable trend of educational modernization, but also a key path to achieving high-quality development of aesthetic education, which has profound value implications.

2.1. Expand aesthetic education resources and build an open and shared aesthetic education ecology

In the process of artificial intelligence enabling aesthetic education, how to use digitalization as a tool to break the limitation of time and space and expand the approaches of aesthetic education is an essential part of the whole aesthetic education in the future ^[5]. Limited by physical space and human resource costs, traditional aesthetic education resources are often concentrated in specific places such as art galleries and concert halls, which can make it difficult to meet the individualized and diversified aesthetic needs of students. Artificial intelligence technology, such as virtual reality (VR), augmented reality (AR), and mixed reality (MR), can present artistic treasures and cultural heritage around the world in digital form, so that students can feel the charm of art without leaving home. Using VR technology, students can appreciate the Mona Lisa Smile; Through AR technology, students can appreciate the Dunhuang frescoes. By integrating aesthetic education resources of multiple

subjects, such as universities, museums, art galleries, and art groups, an open and shared aesthetic education resource platform is built. For example, artificial intelligence technology can be used to digitize and sort out massive artworks and art documents, establish a database of aesthetic education resources, and provide students with convenient retrieval and learning services. At the same time, artificial intelligence technology can be used to develop a batch of high-quality digital education resources for aesthetic education courses ^[6], virtual art exhibitions, interactive art experiences and other projects to break the barriers of aesthetic education in universities, nudging the sharing of high-quality aesthetic education resources. Artificial intelligence technology can also be used to analyze emotional expression, cultural connotation and social value in artworks, and guide students to understand and appreciate art from multiple perspectives. Therefore, artificial intelligence technology provides new possibilities for the expansion of aesthetic education resources in universities, making aesthetic education resources more abundant, more convenient to obtain, and more profound in connotation, and will continue to promote the construction of an open and shared aesthetic education ecology.

2.2. Innovate the model of aesthetic education and realize personalized and precise teaching

“Due to the overall impact of artificial intelligence on the education ecology, traditional aesthetic culture and modern aesthetic education practice have also undergone a significant difference” ^[7]. The introduction of artificial intelligence technology provides a new possibility for the innovation of the aesthetic education mode in universities, especially in the realization of personalized and precise teaching. The traditional aesthetic education is often limited by the unified curriculum and teaching mode, and it is difficult to fully consider the individual differences and the diversity of aesthetic needs of students. The application of artificial intelligence technology can effectively solve this problem.

First, artificial intelligence conducts a comprehensive assessment of students' learning behavior, aesthetic preference, and artistic literacy level through big data analysis technology, and establishes a personalized aesthetic education learning file for each student.

By analyzing students' interaction data, homework completion and participation degree in extra-curricular art activities, the AI system can accurately identify students' interests and then recommend suitable learning content and art practice projects for them. This kind of accurate analysis based on big data enables students to better discover their artistic potential, and provides teachers with a scientific teaching reference, so that aesthetic education teaching is more targeted.

Second, artificial intelligence technology can also provide real-time and dynamic learning support for students through virtual teachers, intelligent assistants. In the art creation course, the artificial intelligence system can make real-time comments on students' works, provide improvement suggestions, and help students constantly improve their artistic creation level. This instant feedback mechanism can make up for the shortage of limited teacher resources in traditional teaching.

Third, artificial intelligence technology can also capture the emotional state of students in the process of aesthetic education learning through emotional computing technology, to adjust the teaching strategy and improve the teaching effect. When the system detects that students are confused or bored in the learning process, it can automatically adjust the difficulty of the teaching content or introduce more interesting artistic interactive content to stimulate students' learning interest and enthusiasm. This kind of teaching optimization based on emotional feedback can effectively enhance the attractiveness and appeal of aesthetic education teaching, so that students can always maintain a positive emotional experience in the learning process. The aesthetic education enabled by artificial intelligence is changing from the traditional standardized mode to the personalized mode, which has provided vitality to the innovative development of aesthetic education in universities.

2.3. Improve the effectiveness of aesthetic education, and promote the all-round development of students

Aesthetic education is a form of education that imparts aesthetic concepts and experience. The deep integration of artificial intelligence technology and aesthetic education is beneficial for improving the efficiency of education in universities. Its core value lies in promoting the all-around

development of students' aesthetic ability, creativity, and emotional literacy through technological empowerment^[8]. The traditional aesthetic education is often limited by uneven resource allocation, monotonous teaching methods, and an insufficient scientific evaluation system, and it is difficult to fully stimulate the artistic potential and aesthetic quality of students. However, the application of artificial intelligence technology can effectively make up for these deficiencies and significantly improve the overall efficiency of aesthetic education. Artificial intelligence technology can significantly improve the efficiency and quality of aesthetic education teaching through intelligent teaching tools and platforms. At the same time, artificial intelligence technology can also conduct multi-dimensional analysis of students' artworks through an automated evaluation system, including composition, color use, emotional expression, etc., to provide objective and accurate feedback to students, help them find the direction of improvement. This efficient teaching and evaluation mechanism can not only save teachers' time and energy but also provide students with more scientific and systematic learning support to comprehensively improve the effect of aesthetic education teaching.

3. Why: The realistic challenges of artificial intelligence enabling aesthetic education in universities

Although the rapid development of artificial intelligence technology has injected new vitality into aesthetic education in universities, its application in practice also faces many realistic challenges.

3.1. Technical bottleneck: Artificial intelligence enabling aesthetic education in universities is not mature

The technical bottleneck of artificial intelligence enabling aesthetic education in universities is one of the main challenges currently faced, such as the lack of technical maturity, limited application scenarios. The application scenarios of artificial intelligence technology in aesthetic teaching are still relatively simple, mainly concentrated in work analysis, technique simulation, and virtual exhibition, and no breakthroughs have been made in

deeper teaching interaction and creativity training. One of the core objectives of aesthetic teaching is to cultivate students' artistic creativity and critical thinking, while the existing artificial intelligence technology remains more at the tool level, and it is difficult to truly replace the role of teachers in art inspiration and thought guidance. In addition, the application of artificial intelligence technology in aesthetic teaching also faces problems such as data quality and algorithm bias. Aesthetic teaching involves a large amount of unstructured data, such as student works, art history materials, emotional feedback, etc. The diversity and complexity of these data put forward high requirements for the data processing ability of artificial intelligence systems. However, the current artificial intelligence algorithms often have biases when processing this data, and it is difficult to fully and objectively reflect the true learning state and artistic level of students.

3.2. Ethical risks: Data security and privacy protection issues have become prominent

Although the application of artificial intelligence technology has brought many innovative possibilities for aesthetic education, the ethical risks caused by it, especially the problems of data security and privacy protection, have become a challenge that cannot be ignored. First, in the process of aesthetic teaching, the artificial intelligence system needs to collect and process a large amount of student data, including students' learning behavior, creative process, emotional feedback, and personal preferences, etc. The sensitivity of these data makes the privacy protection issue particularly prominent. If the data is improperly used or leaked, it may infringe on students' privacy rights and even affect their mental health and artistic development. Second, the application of artificial intelligence technology in aesthetic teaching also faces security risks of data storage and transmission. The data in aesthetic teaching usually includes high-resolution images, videos, and text information; the storage and transmission of this data require technical support, and easy to become the target of hacker attacks. Once the data is stolen or tampered with by hackers during storage or transmission, it will not only lead to the disclosure of students' privacy but also may affect the normal operation of the teaching system and even cause legal disputes.

3.3. Talent gap: University aesthetic education teachers lack of big data capacity

It is a crucial task of university aesthetic education to recruit high-quality aesthetic education teachers. The application of artificial intelligence in university aesthetic education is facing a significant challenge, that is, the serious shortage of compound aesthetic education talents. This talent gap is not only reflected in the level of technology development and application, but also in the lack of professional talents who can deeply integrate artificial intelligence technology with aesthetic education teaching. The application of artificial intelligence technology in aesthetic teaching requires interdisciplinary talents who are proficient in both art education and big data technology development ^[9]. However, among the current aesthetic education teachers in universities who have deep knowledge of art theory and teaching experience, their understanding and application ability of artificial intelligence technology is relatively limited, and it is difficult to effectively integrate technology into aesthetic teaching practice.

4. How: The innovative path of integrating artificial intelligence with aesthetic education in universities

In the digital age, advanced artificial technology has initiated the transformation of university aesthetic education ^[10]. Problems such as technical bottleneck, ethical risk, and talent gap limit the further application of artificial intelligence technology in aesthetic education. To cope with these challenges and explore the innovative paths of artificial intelligence, enabling aesthetic education in universities has become a main goal in the development of aesthetic education in colleges and universities.

4.1. Strengthen technology research and development, and promote the deep integration of artificial intelligence technology and aesthetic education

Strengthening technology research and development and promoting the deep integration of artificial intelligence technology and aesthetic education is a key path to solving the technical bottleneck. First, it is necessary to increase the investment in basic research on the

application of artificial intelligence technology in the field of aesthetic education, especially to make breakthroughs in key technology fields such as emotional computing and computer vision. Second, this study suggest that the universities should promote the deep combination of artificial intelligence technology and aesthetic education teaching scenes, and develop intelligent tools and platforms suitable for different teaching needs. These teaching scenes is beneficial for helping students stimulate creative inspiration and explore diversified art styles, and make the class more interactive ^[11]. Third, interdisciplinary cooperation should be strengthened to promote the deep integration of artificial intelligence technology and art education. Establish a research team composed of computer scientists, art education experts, and psychologists to jointly explore the application scenarios and methods of artificial intelligence technology in aesthetic education, to promote technological innovation and optimization.

4.2. Establish and improve data security and privacy protection mechanisms

A sound data security and privacy protection mechanism is the key way to ensure the sustainable application of artificial intelligence technology in aesthetic education in universities. With the wide application of artificial intelligence technology in aesthetic teaching, sensitive information such as students' artistic creation information and emotional feedback is collected and processed, which makes data security and privacy protection become the core challenge to be solved urgently. First, it is necessary to establish a sound data security management system and clarify the whole process specifications for data collection, storage, transmission, and use. Formulate a strict data grading and classification management system, classify and manage students' artistic creation data, learning behavior data, and emotional feedback data, and ensure that different categories of data are protected accordingly. Second, a sound privacy protection mechanism should be established to ensure that the privacy of students' personal information and artistic creation is fully protected. At the same time, an informed consent mechanism for data use should be established to ensure that students have the full right in the process of data collection and use, to avoid data abuse or use for unauthorized purposes. The ethical

review and supervision of artificial intelligence should be strengthened to avoid algorithmic bias and discrimination. Third, ethics education and training should be strengthened to raise teachers' and students' awareness and attention to data privacy and ethical issues. At the same time, this study suggests that the universities should strengthen the research on the ethical issues of artificial intelligence technology, explore the ethical norms and standards in line with the characteristics of aesthetic education teaching, and provide ethical guidance for the application of artificial intelligence technology in aesthetic education.

4.3. Promote faculty development of artificial intelligence aesthetic education

Artificial intelligence enabling aesthetic education in universities puts forward higher requirements for teachers' educational concepts, teaching abilities and technical literacy ^[12]. Promoting faculty development of artificial intelligence aesthetic education is the core method to promote the in-depth application of artificial intelligence technology in aesthetic education in universities. At present, there is a serious shortage of compound talents who are both proficient in aesthetic education and familiar with artificial intelligence technology, which directly limits the effective application and innovative development of artificial intelligence technology in aesthetic education. First, the training and continuing education of teachers should be strengthened to enhance the artificial intelligence technology literacy and application capacity of current aesthetic education teachers. Encourage teachers to participate in the projects of integrating artificial intelligence technology in aesthetic education, and enhance teachers' technology application ability and innovative thinking through projects and application cases. Second, international cooperation should be strengthened to enhance the internationalization level of artificial intelligence aesthetic education teachers. Through cooperation with internationally renowned universities and scientific research institutions, joint research and personnel training projects can be conducted to improve teachers' international vision and cross-cultural communication skills. Third, ethical education and training should be strengthened to enhance teachers' awareness and attention to the ethical issues of artificial intelligence technology. Ethics education courses and

training programs are set up to help teachers understand the significance of data privacy protection, algorithmic bias and discrimination and other ethical issues as well as

relevant laws and regulations, to enhance teachers' ethical awareness and responsibility.

Funding

2025 Shanghai Educational Science Research project, "Exploration of Shipping Ideological and Political Course Teaching under the Visual Threshold of Aesthetic Education" (Project No.: C2025022)

Disclosure statement

The author declares no conflict of interest.

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Student-centeredness: Connotation, Logic, and Practical Path

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Abstract:

The “student-centered” educational philosophy is a key direction in current educational reforms, emphasizing the central role of students in the learning process and advocating for the enhancement of educational quality by focusing on individual differences and fostering students’ autonomous learning abilities. This paper systematically explores the connotations, logic, and practical pathways of the “student-centered” educational philosophy from both theoretical and practical perspectives. On the theoretical level, the paper clarifies the connotations and theoretical foundations of the “student-centered” approach. It then delves into the current implementation status of the “student-centered” philosophy both domestically and internationally. On the practical level, by examining reforms in teaching methods, evaluation systems, and other aspects, this paper provides practical pathways for the ongoing advancement of educational reform.

Keywords:

Student-centered
Educational concept
Teaching method

Online publication: March 27, 2025

1. Introduction

1.1. Research background

In recent years, with the advancement of global education reform, educational philosophies have undergone profound changes. In particular, the “student-centered” approach has gradually become one of the mainstream directions in international education development. This philosophy, which originates from constructivist theory, emphasizes the student’s subject position in the learning process. Globally, many countries and regions have

gradually promoted the implementation of this concept, and the “student-centered” teaching model is widely recognized as an effective way to improve the quality of education and promote personalized student development.

In China, with the acceleration of education modernization, the “student-centered” educational philosophy has gradually gained attention. Since the release of the “Education Planning Outline,” the country has continuously pushed forward educational reform, especially proposing new requirements for teaching

methods and curriculum settings. In the “Overall Plan for Deepening Education Evaluation Reform in the New Era,” the Ministry of Education clearly stated the need to deepen education and teaching reform, promote comprehensive student development, and put students at the center of teaching activities ^[1]. In this context, domestic education has gradually begun to focus on how to implement the “student-centered” philosophy into specific teaching practices, aiming to improve the quality of education and cultivate high-quality talents with an innovative spirit and practical abilities.

1.2. Research purposes

This article aims to deeply explore the connotation, logic, and practical application paths of the “student-centered” educational philosophy. Firstly, it systematically analyzes the core idea of the “student-centered” educational philosophy, explores its theoretical foundation, discusses its position and role in education, and specifically examines how focusing on individual student needs and promoting active learning can enhance teaching quality. Secondly, by integrating research results from both domestic and international contexts, the article discusses the experiences and challenges encountered during the implementation of this educational philosophy. Through comparative analysis, the study aims to reveal the universal applicability and individualized differences of the “student-centered” approach, providing a theoretical basis for its global implementation. Finally, considering China’s current educational background and practical situation, the study focuses on exploring the specific application paths of the “student-centered” philosophy in Chinese educational practices, proposing feasible teaching reform strategies, and providing practical guidance for educators and decision-making references for education policymakers. By achieving these research objectives, this article aims to provide theoretical support and practical guidance for the reform and development of the educational field in China.

2. Research significance

2.1. Theoretical significance

This article further enriches and deepens the academic discussion on the “student-centered” philosophy.

By systematically analyzing the connotation of this educational philosophy, it not only provides a new perspective for the development of educational theory but also promotes applied research on constructivist learning theory. Additionally, by integrating domestic and international research results, this article explores the implementation effects of this philosophy in different cultural backgrounds, providing valuable theoretical evidence for the field of education. This contributes to advancing theoretical innovation in education reform and promoting deep integration in education concepts, methods, and policies in China.

2.2. Practical significance

Implementing the “student-centered” philosophy plays a crucial role in improving education quality and promoting personalized student development. This article provides specific teaching reform strategies for educators, helping teachers better understand and practice student-centered teaching methods, thereby enhancing teaching effectiveness. Through in-depth research on the “student-centered” philosophy, this article offers innovative ideas and practical paths for educators. As the Ministry of Education proposes to “strengthen student-centered evaluation” in the “Overall Plan for Deepening Education Evaluation Reform in the New Era,” the research findings of this article can provide theoretical support for the improvement and implementation of education policies, promote the reform of China’s education evaluation system, and further stimulate students’ learning potential.

3. The connotation of student-centeredness

The formal formation of the “student-centered” educational philosophy can be traced back to the late 19th century to the early 20th century, particularly in the theories of American educator John Dewey, where it was initially systematically elaborated. Dewey broke away from the traditional paradigm of didacticism, proposing a new “Three Centers Theory,” namely, “student-centered, experience-centered, and activity-centered.” He emphasized that teachers should respect students’ growth processes, recognizing that students are not only the objects of education but also its subjects. Under

this viewpoint, schools should fully leverage students' subjectivity, enhance their voice and autonomy in the classroom, and promote their active participation and self-development ^[2]. This ideology laid the theoretical foundation for the later "student-centered" educational philosophy.

In the 1940s, Carl Rogers further developed this concept, introducing a student-centered teaching theory that explicitly shifted the focus of instruction from teachers to students. He underscored students' self-directed learning, fostering confidence in learning, and a student-centered perspective on teaching. Rogers advocated for creating a learning environment in the classroom that stimulates students' interest and deep engagement. He believed that teachers' roles were no longer as knowledge dispensers but as guides for learning, encouraging students to internally embrace learning goals, self-evaluate, and consider teaching and learning issues from their perspective ^[3].

"Teacher-centered" and "student-centered" represent two opposing but complementary teaching models. The former emphasizes the teacher's dominant role in the classroom, while the latter focuses on students' initiative and autonomy in the learning process. Shifting from "teacher-centered" to "student-centered" involves not just a change in teaching methods but a comprehensive transformation in the educational paradigm, including reforms in evaluation philosophies, standards, and methodologies. Specifically, in the "student-centered" educational philosophy, teaching should not only concentrate on imparting knowledge but also on students' learning experiences, processes, and the cultivation of comprehensive abilities ^[4].

Within domestic academic circles, Zhao Juming's definition of "student-centeredness" has gained widespread recognition. He posits that the core of the "student-centered" philosophy is to place students' growth, development, and learning outcomes at the center of teaching. Classroom instruction must start from meeting students' needs and promoting their development, tapping into their potential and fostering their abilities for self-directed and active learning. Teaching activities should be more attentive to students' learning experiences and gains, with students' learning outcomes serving as the primary evaluation criterion ^[5]. Furthermore, teaching

evaluation should not only consider students' academic achievements but also focus on the learning environment jointly created by teachers and students, assessing its effectiveness in supporting students' learning progress and enhancing their learning capabilities.

In summary, the "student-centered" philosophy is an educational ideology that emphasizes students' subject status and individualized development. It requires teachers to shift from their traditional role as knowledge transmitters to learning facilitators, creating a learning atmosphere that stimulates students' initiative and innovativeness. In practice, this philosophy not only emphasizes the design of teaching content but also values interaction and the depth of student engagement during the teaching process. In the context of modern educational reform, the promotion and implementation of the "student-centered" philosophy provide a theoretical basis and practical guidance for enhancing education quality and students' comprehensive development.

4. The logic of student-centeredness

4.1. Theoretical basis

4.1.1. Constructivist learning theory

As a crucial component of modern educational theories, constructivist learning theory emphasizes that students are active constructors of knowledge. The learning process is seen as a continuous construction and reconstruction of cognitive structures through students' interaction with their environment. This theory views learning as a proactive activity, highlighting that students are not passive recipients of knowledge but actively discover, explore, and construct new knowledge through the interaction of personal experiences and external information. Thus, within the constructivist framework, the teacher's role shifts from being a traditional knowledge transmitter to being a facilitator and guide for learning ^[6]. Teachers not only help students establish new cognitive structures but also focus on students' learning backgrounds, understand their current knowledge levels and development needs, and adjust teaching strategies and methods accordingly.

Specifically, in the educational philosophy of "student-centeredness," constructivist learning theory provides significant theoretical support. Based on this

theory, teaching activities should start from students' practical experiences, stimulate their proactive learning and exploratory spirit, and encourage them to deepen their understanding and application of knowledge through problem-solving and independent exploration. The teacher's task is no longer merely to impart knowledge but to create a learning environment that supports students' cognitive construction. This involves helping students integrate new knowledge with their existing experiences, promoting deep understanding and critical thinking. Teachers should skillfully utilize teaching resources, consider students' individual differences, design diversified learning activities, motivate students' learning, and facilitate their cognitive development through effective interaction and feedback.

4.1.2. Marx's Theory of Comprehensive Human Development

Marxism believes that comprehensive human development involves not only the improvement of intelligence and physical strength but also the balanced development of thoughts, abilities, social relationships, and individuality. Its core lies in three aspects: firstly, the comprehensive and universal development of human productive forces; secondly, the all-round improvement of various talents of individuals; and finally, the free and comprehensive development of humans ^[7]. This theory emphasizes that education should not only focus on imparting knowledge but also pay attention to the comprehensive growth and independent development of individual students, helping them fully unleash their potential in multiple aspects.

Within this framework, the "student-centered" educational philosophy gains profound theoretical support. This philosophy advocates that students should be the subjects of learning, and teaching activities should revolve around students' development needs. In classroom teaching, the teacher's role transitions from being a traditional knowledge transmitter to being a guide and promoter of student learning. Teachers should not only focus on students' academic performance but also pay attention to their growth and development in multiple dimensions such as personality, interests, emotions, and social interactions. Through this student-centered teaching method, teachers can help students develop their ability

to learn independently, improve problem-solving skills, and cultivate comprehensive qualities adapted to future society while engaging in academic learning.

Furthermore, the transformation of the teaching evaluation system is also a core component of "student-centeredness." The traditional teacher-led evaluation model is gradually shifting to evaluation criteria that focus more on students' development processes. Evaluation should not only concern the knowledge and skills students have mastered but also examine their investment in learning, interest, confidence, and how they integrate what they have learned into real life and career goals. Therefore, teaching evaluation should focus more on students' growth status rather than just the final results, better reflecting the educational philosophy of Marxism's theory of comprehensive human development.

4.2. Transformation of educational ideology: From "Teacher-Centered" to "Student-Centered"

The traditional educational model has long emphasized a "teacher-centered" approach to teaching. In this model, teachers are seen as the sole source of knowledge, and students often play a passive role in the classroom, merely receiving information. The primary responsibility of teachers is to impart predetermined knowledge to students, who are positioned at the end of the learning process and typically do not have sufficient space and opportunities for active exploration. This model focuses on knowledge transmission and teaching efficiency, overlooking the diversity of students' differences, interests, and needs. Although this traditional approach has provided basic education to most students over the past decades, with social development and the increasing demand for personalized education, the limitations of the traditional "teacher-centered" model have gradually become apparent.

The "student-centered" educational philosophy has emerged as an important reflection and breakthrough from the traditional teaching model. The introduction of this philosophy marks a fundamental shift from a "teacher-centered" to a "student-centered" approach. According to the educational theory of American educator John Dewey, the essence of education should be to promote students' comprehensive development,

rather than merely imparting knowledge. Dewey believed that education should respect students' experiences and interests, emphasizing their initiative and participation in learning. He stated, "Education is not preparation for life, education is life itself." This viewpoint underscores students' subjectivity in the educational process. The role of teachers should shift from being "knowledge transmitters" to "guides" and "facilitators," guiding students to achieve cognitive and autonomous ability improvement through active participation and reflection, while respecting their differences.

With the continuous development of educational theory, Carl Rogers further refined this concept in the 1940s by introducing the "student-centered" teaching theory. Rogers emphasized that education should focus on students' emotional needs and personal development. The classroom is not just a place for knowledge transmission but also a space for self-discovery and self-realization. He believed that teachers should create a supportive learning environment that allows students to freely express, explore, and reflect, thereby enhancing their interest in learning and autonomy. This perspective played a significant role in the formation and development of the "student-centered" educational philosophy.

In a "student-centered" educational system, students are no longer passive recipients of knowledge but active learning subjects. Teachers' roles shift to guides and supporters. They assist students in actively exploring and constructing knowledge by stimulating their interest, promoting participation, and providing appropriate learning resources and feedback. Teachers should attend to students' individual needs, respect their learning paces and styles, encourage them to choose learning content based on their interests, and enhance their learning motivation and autonomous learning abilities. In the classroom, students not only acquire knowledge but also learn how to learn, think, and apply what they have learned to solve practical problems.

The core of this transformation is that education is no longer merely a process of knowledge transmission but a dynamic, interactive, cooperative, and creative process. In this process, students' autonomy and sense of participation are significantly enhanced. They become the protagonists in the classroom, and teachers utilize flexible teaching methods to assist students in freely exploring

the vast sea of knowledge, cultivating their critical thinking and innovation abilities. This shift in educational philosophy aligns with today's demand for high-quality talent and echoes the increasing emphasis on personalized education and diverse student development requirements in the educational field.

From theory to practice, the educational sector has continuously explored and experimented with the "student-centered" teaching philosophy. Under the guidance of this philosophy, teaching methods, classroom organization, and the role of teachers have undergone significant changes. For example, the emergence of new teaching models such as active learning, cooperative learning, and flipped classrooms is a manifestation of the "student-centered" philosophy in practice. Teachers are no longer the "controllers" of knowledge but rather the guides, supporters, and collaborators in students' learning processes. Teaching activities are increasingly emphasizing students' active participation and subjectivity in the learning process. This transformation is not only reflected in changes in classroom teaching formats but also in deep reflection and reconstruction of students' learning methods and content.

Overall, the shift in educational philosophy from "teacher-centered" to "student-centered" represents not only an innovation in teaching models but also a profound reflection on traditional educational ideas and methods. By empowering students with more autonomy and a sense of participation in their learning, the essence of teaching has shifted from "imparting knowledge" to "facilitating students' growth and development." The proposal and practice of this philosophy mark a move towards more personalized and diversified education, providing broader opportunities for students' comprehensive development.

5. Current status of related research at home and abroad

5.1. Domestic related research

In recent years, research on the "student-centered" educational philosophy by Chinese education scholars has gradually increased, and significant progress has been made in related research outcomes. Scholars have explored various aspects such as theoretical connotations, teaching strategies, and practical applications, providing

valuable insights for innovative reforms in China's educational philosophy.

Li Peigen pointed out that with the increase in student population and diversification of educational needs, schools should pay more attention to students' actual demands and development, enhance their learning experience and well-being, thereby improving the attractiveness and quality of education^[8]. Li Lian emphasized that the "student-centered" philosophy helps promote teaching reform and improve teaching quality^[9]. Liu Xianjun also proposed that the focus of education should shift from "emphasizing teaching" to "emphasizing learning." Therefore, educators should fully recognize the importance of this philosophy and actively apply it in teaching practice^[10]. Meanwhile, the "Education Planning Outline" promulgated in 2010 also clearly states that students' subject status in the teaching process should be established, their enthusiasm for learning should be stimulated, and promoting their comprehensive talent development should be the core task of education, focusing on their diverse needs.

Shi Tong *et al.* proposed a new perspective, suggesting that the "student-centered" philosophy should be integrated into scientific research and teaching. They encouraged students to conduct independent scientific research and combine classroom theory with scientific research practice for deep exploration of knowledge^[11]. Ma Haihua *et al.* mentioned that the "learning paradigm" teaching model based on the "student-centered" philosophy is different from the traditional "teaching paradigm." The latter focuses on knowledge imparting by teachers, while the former emphasizes providing students with space and an environment for independent discovery and knowledge construction^[12].

Regarding the practical application of "student-centered" teaching, Zhao Juming emphasized that the teaching process should focus on students' psychological development and actual needs. The focus of teaching should be on students' learning effectiveness rather than the teaching process itself. Teachers should adjust teaching plans and evaluation criteria based on student feedback^[13]. Zhu Jianfang proposed that the teaching model should integrate teaching, learning, and practice. More engaging teaching methods should stimulate students' active participation and enhance their ability to

apply learned knowledge to solve practical problems^[14].

In summary, domestic scholars' research on the "student-centered" educational philosophy has gradually enriched and improved not only in theory but also made some progress in teaching practice. Overall, scholars believe that implementing this philosophy requires a three-pronged approach: teachers should respect students and teach according to their aptitudes; the teaching process should focus on student learning effects and adjust teaching strategies based on feedback; and the management level should reflect humanistic care and fully consider students' individualized needs. The implementation of this philosophy not only helps improve education quality but also promotes students' comprehensive development, which has important practical significance.

5.2. Related foreign research

In recent years, with the advancement of global education reform, the "student-centered" educational philosophy has received widespread attention and practice in educational systems worldwide. This philosophy emphasizes students' subject status in the educational process and advocates improving education quality by focusing on individual differences among students and developing their autonomous learning abilities. Numerous international studies have shown that the student-centered education model has significant advantages in improving students' learning effects and promoting their cognitive and emotional development.

Firstly, constructivist theory provides strong theoretical support for the "student-centered" educational philosophy. Piaget believed that students are active participants in knowledge construction, and learning is not just a process of receiving information but rather a process where students actively construct their own cognitive structures through interaction and dialogue with the external environment^[15]. Based on this, Vygotsky further proposed the theory of the "Zone of Proximal Development," emphasizing that teachers should promote students' further development by guiding them into their cognitive threshold zone. This theory provides a framework for the student-centered teaching model^[16].

Regarding specific teaching practices centered on students, recent research has emphasized innovations in

teaching methods and strategies. Bonwell *et al.* proposed that active learning is one of the core teaching strategies to achieve a student-centered approach. Through formats such as group discussions and case studies, active learning shifts students from passively receiving knowledge to actively participating in its construction ^[17]. Michael also pointed out that active learning not only improves students' academic performance but also enhances their critical thinking skills, helping them develop problem-solving abilities ^[18].

Furthermore, cooperative learning, another teaching method aligned with the student-centered philosophy, has garnered widespread attention. Johnson *et al.* suggested that cooperative learning not only promotes knowledge sharing among students but also enhances their social skills and collective problem-solving abilities ^[19]. Topping emphasized that in the process of group cooperation, students not only learn to collaborate but also improve their cognitive level and self-reflection abilities through mutual feedback ^[20].

In terms of teaching evaluation, the traditional teacher-centered assessment model is gradually shifting towards a student-centered evaluation system that focuses on individual learning outcomes and development processes. Black *et al.* proposed that formative assessment should be an essential component of student-centered education. Formative assessment helps students understand their learning progress through continuous feedback, adjust learning strategies, and thus improve learning effectiveness ^[21]. Further research by Hattie *et al.* indicated that feedback plays a significant role in student learning, and high-quality feedback can significantly enhance student learning outcomes ^[22].

However, despite the significant achievements of the "student-centered" philosophy's application worldwide, it still faces many challenges in practical implementation. Biggs *et al.* pointed out that the traditional nature of educational systems and cultural backgrounds can be obstacles to transforming educational philosophies. Teachers' teaching concepts, abilities, and understanding of students' individualized needs all have a significant impact on the implementation of the philosophy. Shulman proposed that teachers' professional development is key to successfully applying the "student-centered" teaching philosophy. Teachers need to continuously improve

their educational philosophies, teaching strategies, and classroom management skills ^[23].

6. Practical paths for student-centeredness

6.1. Student-oriented instructional design

A "student-centered" instructional design should start from the needs and characteristics of students, with the core objective of promoting students' comprehensive development. When designing courses, teachers should not only consider the systematicness of knowledge content and subject characteristics, but also formulate teaching plans based on students' interests, needs, cognitive levels, and learning backgrounds. This type of instructional design requires teachers to have a deep understanding of individual differences among students, ensuring that the course content can stimulate students' interest and meet their learning needs.

In this process, teachers should focus on designing diversified learning tasks and activities, providing students with options for selecting learning content, and stimulating students' motivation and ability for self-directed learning. Teachers can guide students to learn through practice and exploration, rather than simply imparting knowledge through traditional lecturing methods, by utilizing project-based learning, case studies, role-playing, and other teaching activities. This not only enhances students' knowledge mastery but also cultivates their ability to solve practical problems and critical thinking. Course design should also consider students' multiple intelligences, ensuring that students can experience a sense of accomplishment through various approaches during the learning process.

6.2. Diversification and interactivity of teaching methods

In the "student-centered" teaching philosophy, the diversification and interactivity of teaching methods are core aspects of realizing students' subject status. Traditional teacher-centered teaching methods often emphasize the one-way transmission of knowledge, whereas "student-centered" teaching focuses more on student participation, interaction, and self-directed learning. It advocates dynamic interaction and diversified

methods in the teaching process to enhance students' learning experience and deep learning.

The diversification of teaching methods requires teachers to shift from a single lecturing mode to more diverse and interactive approaches. Instead of relying solely on traditional "spoon-feeding" methods, teachers should design challenging and stimulating teaching activities based on students' learning characteristics and needs. Teachers can encourage active participation through discussions, debates, project tasks, and other formats, thereby enhancing classroom interactivity. In this teaching mode, students are not only receivers of knowledge but also active participants in the learning process, while teachers' roles shift to being guides and supporters.

Interactivity is another key element of "student-centered" teaching. In this mode, teachers need to enhance interaction between teachers and students, as well as among students, by designing interactive segments. Through interaction, students can deepen their understanding of the learned content, expand their horizons, and enhance the depth and breadth of their thinking through collaboration. Teachers can encourage students to express their views and questions in class through questioning, feedback, and group discussions. Interaction not only enhances students' sense of participation but also stimulates their thinking, promoting the development of critical thinking and creativity.

The diversification of teaching methods also implies considering individual differences and learning styles among students in instructional design. Each student has a different learning pace, interests, and way of thinking. Teachers should employ differentiated teaching methods to cater to students' personalized needs. This involves not only presenting content differently but also organizing teaching activities, providing learning resources, and implementing differentiated evaluation methods. Teachers can flexibly adjust teaching strategies and set personalized learning tasks or goals based on students' interests and ability differences. Through this approach, teachers can help students grow in their preferred learning styles, promoting the development of their comprehensive abilities.

6.3. Integration of teaching, learning, and evaluation and student engagement

The diversification of teaching evaluation is closely related to student engagement, and both work together to improve student learning quality and educational outcomes. Traditional evaluation methods often focus on final exams or standardized tests. However, in "student-centered" teaching, evaluation places greater emphasis on continuous tracking and comprehensive development of students' learning processes, emphasizing the integration of teaching and evaluation. Through diversified evaluation methods, teachers can more comprehensively understand students' learning progress, promote their active participation, and enhance their autonomous learning and reflective abilities.

"Student-centeredness" requires diversity in evaluation content and methods, no longer limited to traditional knowledge-based exams. Teachers should adopt various forms, such as classroom performance, project work, group discussions, presentations, etc., to comprehensively evaluate students' progress in knowledge mastery, thinking ability, and practical application. These diversified evaluation methods can help students showcase their abilities in all aspects, thereby better promoting their growth in multiple dimensions.

Student engagement in teaching evaluation is the core of the "student-centered" philosophy. Unlike traditional evaluation models, students are no longer passive recipients but active participants in evaluation. Students can not only conduct self-evaluation and reflect on their learning progress but also obtain feedback on their learning process from peers through peer review. This interactive evaluation method can enhance students' sense of responsibility and initiative in their learning, while also helping to cultivate their critical thinking and cooperation skills.

Furthermore, the integrated model of teaching evaluation further strengthens the close integration of evaluation and teaching. In this model, teachers' teaching and students' evaluation are no longer separate but form an organic and integrated whole. Teachers not only impart knowledge in the classroom but also track students' learning in real-time through formative evaluation and provide timely feedback. Through this integrated teaching evaluation model, teachers can more accurately

understand students' learning needs and adjust teaching strategies based on student feedback to ensure that students receive maximum support and guidance during the learning process.

7. Summary

This article explores the connotation, logic, and practical pathways of "student-centeredness." "Student-centeredness" is not just a shift in teaching methods but a fundamental change in educational philosophy and teaching models. It emphasizes placing students at the core of educational activities, focusing on individual

differences among students, and promoting their autonomous learning and comprehensive development.

The significance of this article lies not only in providing further reflection on the theoretical construction of the "student-centered" philosophy but also in presenting practical and actionable suggestions for its application. Through in-depth discussions on reforms in teaching methods and evaluation systems, this article provides theoretical support and practical pathways for the continuous advancement of educational reform, aiming to provide a theoretical basis and practical guidance for improving education quality and promoting students' comprehensive development.

Disclosure statement

The author declares no conflict of interest.

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Research on the Training Mode of New Tourism Talents under the Background of Hainan Free Trade Port

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Abstract:

This paper focuses on the Hainan Free Trade Port context, delving into the talent cultivation model for new tourism formats. By reviewing the current development status of Hainan's new tourism formats, it clarifies the characteristics of the current demand for such talents and identifies issues in the current talent cultivation process. At the same time, drawing on successful experiences both domestically and internationally, it proposes optimized strategies for cultivating talents in new tourism formats that fit Hainan's reality. The aim is to provide talent support and theoretical references for the sustainable development of Hainan's free trade port tourism industry.

Keywords:

Hainan Free Trade Port
New tourism forms
Talent training mode

Online publication: March 27, 2025

1. Introduction

The construction of the Hainan Free Trade Port has brought unprecedented opportunities for the development of Hainan's tourism industry. Leveraging unique policy advantages, the vitality of Hainan's tourism consumption market has been effectively stimulated, with new forms of tourism emerging like mushrooms after rain^[1]. New business models such as duty-free shopping, yacht tours, medical tourism, and red tourism not only enrich Hainan's tourism product offerings but also inject new vitality into the high-quality development of Hainan's tourism sector^[2]. However, with the rapid development of these new tourism sectors, the shortage of talent has

become increasingly prominent, becoming a significant bottleneck that constrains further upgrades in Hainan's tourism industry^[3]. In this context, conducting in-depth research on talent cultivation models for new tourism sectors under the backdrop of the Hainan Free Trade Port holds extremely important practical significance^[4].

2. Development status of new tourism forms in Hainan

2.1. Duty-free shopping

Since the implementation of the duty-free policy for Hainan's outlying islands, the islanders have continuously

expanded the policy benefits. The duty-free allowance for departing travelers has been increased from 5,000 yuan to 100,000 yuan, with over 45 categories of goods available. New facilitation measures such as “buy and take” and “guaranteed take” have also been introduced. World-class commercial complexes like Sanya International Duty-Free City and Haikou International Duty-Free City have been successively completed. In 2024, Haikou Customs supervised a total of 30.94 billion yuan in Hainan’s out-of-island duty-free shopping, making Hainan an important destination for attracting overseas consumption back to the mainland ^[5,6].

2.2. Yacht tourism and cultural tourism complex

Hainan promotes the development of the yacht industry through institutional innovation, streamlining registration procedures, allowing foreign yachts to enter and exit freely on a temporary basis, and implementing a “zero-tariff” policy for importing recreational equipment. These measures have accelerated the rise of cultural and tourism complexes such as Atlantis and Hainan Flower Island ^[7]. These complexes integrate various tourism elements, offering visitors a rich and diverse travel experience ^[8].

Hainan Free Trade Port policies provide tax incentives and customs facilitation support for the yacht industry ^[9]. Multiple international yacht marinas have been built in Sanya and other areas, such as the Sanya Hongzhou International Yacht Club and the Lingshui Qing Shui Bay Yacht Club, with continuously improving berthing capacity and supporting services ^[10]. In 2024, the number of registered yachts in Hainan exceeded 2,000, with over a million people going out to sea annually, and the yacht tourism market size reached several billion yuan. Product innovation and experience upgrades offer diversified services, including yacht rentals, offshore weddings, business receptions, diving tours, and sea fishing experiences, catering to various customer needs. Themed routes like “Exploring the Xisha Islands” and “Touring Hainan Island” combine island resort and cultural experience elements to extend visitors’ stay ^[11]. Smart upgrades include the introduction of intelligent management systems at some yacht marinas, enabling online booking, electronic customs clearance, real-time monitoring, and other functions to enhance operational

efficiency ^[12].

Hainan boasts unique marine resources, favorable climate conditions, and the benefits of free trade port policies, leading to robust demand for yacht tourism, particularly in the high-end market ^[13]. However, issues such as the need for improved infrastructure (like cruise home ports), a shortage of specialized talent, and significant seasonal fluctuations (with peak seasons concentrated in winter) constrain the industry’s large-scale development ^[13].

2.3. Medical tourism

Hainan’s medical tourism leverages the free trade port policy and tropical island resources to form an industrial cluster centered around the Boao Lecheng International Medical Tourism Pilot Zone ^[14]. Through special policies, international cooperation, and comprehensive services, it has created an innovative “medical + tourism” model, becoming a new global landmark for medical tourism. Hainan has launched a pilot program for an international medical tourism zone, with Boao Lecheng introducing over 300 types of international innovative drugs and medical devices. The number of medical tourists grows by an average of 40% annually, gradually forming a new tourism industry characterized by high-end medical services ^[15].

Core strengths and policy support: As China’s only “medical special zone,” the Boao Lecheng International Medical Tourism Pilot Area enjoys four special policies: “special medical practice, special research, special operation, and special international medical exchange” ^[16]. This ensures that medical technology, equipment, and drugs are in sync with international advanced levels. The country’s first regional real-world data platform has facilitated the accelerated approval of 21 products for market entry, with 3 being included in the national medical insurance directory. It allows the use of innovative drugs and medical devices not yet available domestically, having cumulatively introduced 464 overseas drugs and devices, benefiting over 110,000 people ^[17].

Resource endowment and industrial clusters, with an average annual temperature of 24 °C in the natural environment, abundant negative oxygen ions, and PM2.5 levels consistently below 10, provide a natural advantage for health and wellness. Industrial layout,

forming a medical pattern led by top domestic public hospitals such as Ruijin and Huaxi, with international brand specialties as highlights, covering seven distinctive specialties, including oncology and rare diseases. Market size, in 2024, received 413,700 medical tourists, a year-on-year increase of 36.8%, with the average expenditure per member of international medical tourism groups exceeding 12,000 yuan^[18].

2.4. Red tourism and intangible cultural heritage tourism

Hainan has upgraded the quality of red landmarks such as the Qiongya Revolutionary Base Site and the Hainan Island Liberation Crossing-the-Sea Campaign Memorial, launching 10 red tourism routes including “Retracing the Red Army’s Path in Qiongya”^[19]. In 2023, the number of visitors to red tourism sites exceeded 12 million. Meanwhile, intangible cultural heritage projects like the Li ethnic group’s traditional dyeing and embroidery techniques and Danzhou vocal tuning have been integrated into scenic areas, hotels, and homestays. The Hainan Betel Nut Valley Li and Miao Cultural Tourism Area in Baoting County has developed a series of intangible cultural heritage study courses, creating employment opportunities for over 2,000 villagers.

2.5. Green tourism and exhibition and competition tourism

Hainan Tropical Rainforest National Park has launched green tourism routes such as rainforest hiking and bird-watching photography. The island’s circular tourist road connects 12 coastal cities and counties, with 40 rest stops laid out along the way. In addition, the hosting of major events like the Boao Forum for Asia and the China International Consumer Goods Expo has enhanced Hainan’s international visibility, attracting a large number of domestic and international tourists^[20].

3. Characteristics of talent demand for new tourism forms

3.1. Composite knowledge structure

The new tourism industry involves multiple fields, such as duty-free shopping, which encompasses knowledge of international trade and marketing; yacht tourism, which

includes ship management and navigation technology; and medical tourism, which pertains to medicine and health management. Therefore, professionals in the new tourism industry need to have a comprehensive knowledge structure, capable of meeting the demands of different sectors.

3.2. Digital literacy

With the wide application of digital technology in tourism, new forms of tourism have put forward higher requirements for the digital literacy of talents. Talents need to possess digital development thinking, digital management concepts, digital analytical literacy and digital innovation ability, and be able to use digital technology to improve the quality of tourism services and management efficiency.

3.3. International perspective

The construction of Hainan Free Trade Port has continuously improved the internationalization degree of Hainan’s tourism industry. Talents in new tourism forms need to have an international perspective, be familiar with the rules and cultural differences of the international tourism market, and be able to effectively communicate and exchange with international tourists.

3.4. Innovation and service consciousness

The development of new tourism formats requires continuous innovation to meet the increasingly diverse needs of tourists. Therefore, talents in these new tourism sectors need to have an innovative mindset and be capable of developing distinctive tourism products and services. At the same time, the essence of the tourism industry is a service-oriented sector, so professionals must possess excellent service awareness to provide high-quality travel experiences for tourists.

4. Problems existing in the training of talents for new tourism forms in Hainan

4.1. Insufficient total talent

Although Hainan has cultivated a large number of tourism talents through projects such as “busy work and light study”, the total number of talents is still unable to meet the market demand with the rapid development of new

tourism forms. Especially in the peak season of tourism, the shortage of talents is more prominent, and there is a phenomenon of “labor shortage.”

4.2. Unreasonable talent structure

From the perspective of educational background, most employees in Hainan’s tourism industry have an associate degree or lower, indicating a relatively low overall educational level that fails to meet the demand for high-quality talent in new tourism sectors. In terms of professional structure, there are relatively more traditional tourism professionals, while there is a relative shortage of talents in emerging fields such as yacht tourism, medical tourism, and digital cultural tourism.

4.3. Imperfect training system

Currently, the talent cultivation system for new tourism formats in Hainan is still underdeveloped, with issues such as unclear training objectives, unreasonable course settings, and outdated teaching methods. The integration of academic education with the market demand for cultural and tourism services is insufficient, leading to a common emphasis on theory over practice, which results in weak practical skills among students. Additionally, there is a lack of teachers who have both solid theoretical foundations and industry experience, making it difficult to cultivate versatile talents that meet market needs.

4.4. The talent attraction and retention mechanism needs to be optimized

Although Hainan has introduced a series of talent attraction policies, there are still some issues in the actual implementation process, such as inadequate policy promotion and incomplete supporting services, leading to unsatisfactory results in attracting talent. Moreover, the cost of living in Hainan is relatively high, while salaries in the tourism industry are relatively low, which also affects the retention of talent.

5. Experience of cultivating talents for new forms of tourism at home and abroad

5.1. Foreign experience

Taking Switzerland as an example, its hotel management

education enjoys a prestigious reputation worldwide. Swiss hotel management schools emphasize practical teaching and maintain close cooperation with the hotel industry. Students have the opportunity to participate in actual hotel operations during their studies, accumulating rich practical experience. At the same time, the curriculum of Swiss hotel management education is flexible, focusing on cultivating students’ comprehensive qualities and international perspectives, enabling them to meet the needs of hotel work in different countries and regions. In contrast, the United States places great emphasis on the integration of industry, academia, and research in tourism education. Universities have established close partnerships with tourism companies and research institutions. Universities provide technical support and talent cultivation for businesses, while businesses offer practical platforms and research topics for universities. Research institutions provide theoretical guidance and policy recommendations for the development of the tourism industry. This model of integration among industry, academia, and research promotes the coordinated development of tourism education and the tourism industry.

5.2. Domestic experience

Some developed tourist regions in China, such as Shanghai and Hangzhou, have accumulated rich experience in cultivating new tourism talents. By hosting international tourism talent summits and other events, Shanghai has attracted a large number of outstanding tourism professionals from home and abroad. At the same time, universities and vocational schools in Shanghai actively collaborate with tourism enterprises to conduct order-based training, tailoring talent development programs according to corporate needs, thereby enhancing the relevance and effectiveness of talent cultivation.

Hangzhou focuses on the cultivation of digital cultural and tourism talents. By establishing digital cultural and tourism industrial parks, it has attracted several digital cultural and tourism enterprises, providing a broad development space for these talents. At the same time, universities and training institutions in Hangzhou offer a series of courses related to digital cultural and tourism, nurturing a group of tourism professionals with digital literacy.

6. The optimization strategy of talent training mode for new tourism forms in Hainan

6.1. Improve the talent training system

Clarify the training objectives, in line with the development needs of new tourism formats in Hainan, to define the training goals for talents in these new tourism sectors. Cultivate high-quality tourism professionals with a composite knowledge structure, digital literacy, an international perspective, and innovative service awareness. Optimize course settings based on the training objectives, enhancing the proportion of emerging tourism specialty courses such as yacht tourism, medical tourism, and digital cultural tourism. At the same time, emphasize the practicality and cutting-edge nature of course content, updating teaching materials regularly to ensure students stay abreast of the latest industry knowledge and technologies.

Innovate teaching methods, adopt diverse approaches such as case studies, project-based learning, and practical training to boost students' enthusiasm and initiative in learning. Enhance the practical component of education by establishing off-campus internship bases, providing students with opportunities to participate in the actual operations of new tourism sectors, thereby improving their ability to solve problems independently. Strengthen faculty development by recruiting and nurturing teachers with rich industry experience and solid theoretical foundations, encouraging them to engage in real projects at tourism companies to enhance their practical teaching skills. Additionally, invite experts and managers from tourism enterprises to give lectures at schools, sharing the latest industry trends and practical experiences.

6.2. Innovation of talent attraction and retention mechanism

Increase efforts to attract talent, further improve preferential policies for attracting talent, intensify policy promotion, and enhance awareness and appeal of these policies. Actively participate in domestic and international job fairs to attract outstanding talents in new tourism sectors from home and abroad to work and start businesses in Hainan. At the same time, utilize platforms such as "migratory bird" talent workstations to attract high-level talents to Hainan for short-term work and

project collaborations.

Optimize the environment for retaining talents, improve the salary and treatment of the tourism industry, and improve the working and living conditions of talents. Strengthen the service guarantee for talents, solve the worries of children's education and housing. Create a good atmosphere for innovation and entrepreneurship, and provide a broad development space and platform for talents.

6.3. Deepening school-enterprise cooperation

Establish a long-term mechanism for school-enterprise cooperation. The government, universities, and enterprises should jointly establish a long-term mechanism for school-enterprise cooperation, clarifying the rights and obligations of all parties, enhancing communication and coordination to ensure the smooth implementation of school-enterprise cooperation. Implement order-based training, where universities provide targeted talent delivery to enterprises based on their needs. Enterprises participate in the entire process of talent cultivation, from curriculum design, teaching content to practical training, all of which are jointly developed by enterprises and universities, enhancing the relevance and adaptability of talent cultivation. Jointly build training bases, where universities and enterprises collaborate to create training bases that offer students practical teaching platforms while also providing technology research and development and talent training services for enterprises. Training bases can conduct simulations and practical teaching of new tourism business models, improving students' practical skills and innovation capabilities.

6.4. Improve the talent evaluation system

Establish a diversified evaluation standard, breaking away from the traditional focus on academic credentials and seniority. Develop a multifaceted talent assessment system that emphasizes practical abilities and performance. The evaluation criteria should cover multiple aspects such as knowledge level, practical skills, innovation capabilities, and service awareness, providing a comprehensive and objective assessment of an individual's overall qualities. Smooth out the channels for professional title applications, further expanding the scope of title evaluations. Remove barriers such as household registration, region, identity,

archives, and personnel relationships to facilitate the application process for various talents. Simplify the title review procedures to enhance efficiency and provide support for career development.

7. Conclusion

The construction of the Hainan Free Trade Port has opened up vast space for the development of new tourism formats, and the growth of these new formats cannot do without the support of high-quality talent. By improving the talent cultivation system, innovating mechanisms for

attracting and retaining talent, deepening cooperation between schools and enterprises, and perfecting the talent evaluation system, we can effectively optimize the talent cultivation model for Hainan's new tourism formats, providing strong talent guarantees for the sustainable development of Hainan's tourism industry. In future development, Hainan should keep pace with the trends in the tourism sector, continuously innovate talent cultivation models to meet the demands of new tourism formats, and promote the high-quality development of Hainan's free trade port tourism industry.

Funding

2024 Hainan Vocational University of Science and Technology Scientific Research Project, "Research on the Training Mode of New Tourism Business under the Background of Hainan Free Trade Port" (Project No.: HKKY2024-11)

Disclosure statement

The author declares no conflict of interest.

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Strategies to Promote the Development of Tourism through Qiong Cuisine Culture

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Abstract:

Qiong cuisine, also known as Hainan cuisine, is one of the distinctive local cuisines outside the eight major traditional Chinese culinary schools. Over a development period of more than two thousand years, it has formed a unique and diverse culinary culture with distinct characteristics. This paper aims to explore how to leverage the Qiong cuisine culinary culture to promote the development of Hainan's tourism industry, proposing a series of strategic recommendations to achieve deep integration and common development between Qiong cuisine and tourism.

Keywords:

Qiong cuisine
Food culture
Tourism development

Online publication: March 27, 2025

1. Introduction

Hainan, as China's youngest province, attracts numerous domestic and international tourists with its unique natural scenery and abundant tourism resources. In recent years, with the booming development of the tourism industry, culinary culture has become an indispensable part of the tourist experience, playing an increasingly prominent role ^[1]. Qiong cuisine, as a distinctive culinary cultural heritage of Hainan, not only carries the history and culture of Hainan but also serves as a significant driving force for the development of Hainan's tourism industry. This article will delve into the characteristics of Qiong cuisine, its connection to the tourism industry, and strategies for promoting the development of the tourism industry

through Qiong cuisine ^[2].

2. Overview of Qiong vegetable food culture

2.1. Historical origin of Qiong vegetable

The development history of Qiong cuisine can be traced back to the late Yuan and early Ming dynasties ^[3]. At that time, Hainan Island, as an important node on the Maritime Silk Road, attracted merchants and immigrants from all directions. The culinary techniques from coastal provinces of Fujian and Guangdong blended with the dietary cultures of the Li, Miao, and local indigenous peoples, gradually forming a Qiong cuisine system

characterized by its sour, sweet, salty, fresh flavors, and a slight hint of spiciness ^[4]. Additionally, Qiong cuisine has incorporated distinctive dishes from Southeast Asia and other regions, creating a unique Hainanese culinary tradition ^[5].

2.2. Characteristics of Qiong vegetables

Rich in ingredients, Hainan boasts an excellent natural ecological environment and abundant green produce, earning it the reputation of “a myriad of seafoods and a thousand varieties of land products” ^[6]. The cuisine is predominantly based on seafood, complemented by various land-based ingredients such as Wenchang chicken, Jiaji duck, Dongshan mutton, and Le crab, all of which are classic dishes in Hainanese cuisine ^[7].

Focusing on the original flavor and maintaining the original taste of food ingredients is the traditional feature of Qiong dishes. In the cooking process, Qiong dishes pay attention to highlighting the taste of the ingredients themselves, with simple seasonings and a combination of color, aroma and taste ^[8].

There are various flavors of Qiong dishes. There are both light and delicious seafood dishes and delicious land products. At the same time, Qiong dishes are also good at adding fruits to dishes, paying attention to health preservation, forming a unique Hainan flavor ^[9,10].

3. The relationship between Qiong vegetables and tourism

3.1. Qiong vegetable is an important part of Hainan’s tourism culture

Hainan boasts a rich and diverse array of tourism resources, including beautiful beaches, unique tropical charm, and abundant historical and cultural heritage ^[11]. As a distinctive culinary cultural legacy of Hainan, Qiong cuisine is an essential part of the province’s tourism culture. When tourists visit Hainan, tasting Qiong cuisine not only satisfies their taste buds but also deepens their understanding of Hainan’s history and culture ^[12].

3.2. Qiongcai can improve tourists’ travel experience

Travel experiences are a crucial part of tourists’ overall impressions of their destinations. Food, as an essential

component of these experiences, significantly impacts tourists’ travel satisfaction and loyalty ^[13]. Hainan cuisine, with its unique flavors and diverse varieties, offers visitors a fresh taste experience, thereby enhancing their satisfaction and loyalty ^[14].

3.3. Qiongcai can promote the development of tourism-related industries

The development of the Qiong cuisine industry not only boosts the catering sector but also promotes the growth of related industries such as agriculture, food processing, and retail. For instance, most of the ingredients for Qiong cuisine come from Hainan itself, and the development of the Qiong cuisine industry will enhance local agriculture ^[15]. At the same time, it will also drive the growth of related industries like food processing and retail, forming a complete industrial chain ^[16].

4. Strategies to promote the development of tourism by Qiongcai food culture

4.1. Explore the connotation of Qiong cuisine culture

Organizing the historical origins and cultural stories of Qiong cuisine, as a unique culinary cultural heritage of Hainan, Qiong cuisine has a rich history and cultural narrative ^[17]. By organizing the historical origins and cultural stories of Qiong cuisine, we can delve deeper into the essence of its culinary culture, enhancing its cultural value and recognition ^[18]. For example, we can explore the origins, development processes, and related historical figures and events of classic dishes in Qiong cuisine, compiling them into books or producing promotional videos for dissemination ^[19].

Unearthing the regional characteristics and ethnic flavors in Qiong cuisine, Hainan is a province with a diverse population of multiple ethnic groups. The dietary cultures of minorities, such as Li *et al.* have had a significant impact on the formation and development of Qiong cuisine. By exploring these regional features and ethnic flavors, we can showcase the unique charm of Hainan’s culinary culture. For example, traditional delicacies and eating customs of ethnic minorities like the Li *et al.* can be integrated into Qiong cuisine, creating new dishes with distinctive characteristics ^[20].

4.2. Build a brand of Qiong cuisine and food culture

Establishing brand awareness is essential for the development of the Qiong cuisine industry. It requires clarifying brand positioning, image design, and service extension directions. Registering trademarks, geographical indications, and patent applications in the catering industry it strengthens intellectual property protection for specialty dishes, safeguarding the brand image of Qiong cuisine catering enterprises.

Cultivating representative Qiong cuisine brand restaurants, through organizing Qiong cuisine selection events and launching new Qiong dishes, can nurture a batch of representative Qiong cuisine brand restaurants. These brand restaurants will become important carriers and disseminators of Qiong cuisine culinary culture, promoting Qiong cuisine brands to broader markets. For example, Haikou Longhua Riverside Hotel and Hainan Longquan Group have already gained a certain level of recognition both domestically and internationally.

Conducting Qiong cuisine cultural promotion activities, such as hosting Qiong cuisine food festivals, Qiong cuisine cultural exhibitions, and Qiong cuisine cooking skills performances, can enhance the promotion of Qiong cuisine culture. At the same time, utilizing self-media and social media channels to spread and promote Qiong cuisine culture can increase its recognition and influence.

4.3. Innovate Qiong cuisine, food and cultural tourism products

Developing a Qiong cuisine food tourism route, in conjunction with Hainan's tourism resource distribution and the regional characteristics of Qiong cuisine, can create a unique Hainan-themed Qiong cuisine food tourism route. For example, a tour route centered on classic Qiong dishes such as Wenchang chicken, Jiaji duck, Dongshan mutton, and Le crab could be designed. This would allow visitors to savor delicious food while also enjoying Hainan's beautiful natural scenery and distinctive cultural charm.

Introducing Qiong cuisine-themed restaurants and food streets in major tourist cities and scenic areas of Hainan, these establishments will blend Qiong cuisine culture with modern dining concepts to create distinctive

Hainanese culinary brands. For example, "Qiongzhou Family Feast" on Haikou's Qilou Old Street is a restaurant themed around Qiong cuisine that has attracted many visitors to savor its flavors.

Developing Qiong cuisine cultural experience activities, in addition to tasting the delicacies, visitors can also gain a deeper understanding of Qiong cuisine culture by participating in these activities. For example, organizing tours to visit Qiong ingredient planting and breeding bases, as well as the inheritance sites of Qiong cooking techniques, allows visitors to personally experience the production process and the cultural significance behind Qiong dishes.

4.4. Strengthen the training of talents in Qiong cuisine and food culture

Conducting training on Qiong cuisine cooking techniques, through organizing Qiong cuisine cooking classes and inviting Qiong cuisine masters to give lectures, can cultivate a group of professionals who master the skills of Qiong cuisine cooking. These talents will become important inheritors and innovators of Qiong cuisine culinary culture, promoting the continuous development of the Qiong cuisine industry.

Strengthen the research and education of Qiong cuisine culture, encouraging universities and research institutions to enhance their studies and teaching in this field. This will cultivate a group of versatile talents who are proficient in both culinary skills and cultural knowledge. These individuals will be better equipped to explore and preserve the culinary culture of Qiong, promoting its innovation and development.

Establishing a system for the inheritance of Qiong cuisine culture can protect and pass on the essence of Qiong cuisine culinary culture. These inheritors will be responsible for passing down the cooking techniques and cultural knowledge of Qiong cuisine to the next generation, ensuring the continuous development and inheritance of Qiong cuisine culinary culture.

4.5. Promote international exchanges and cooperation in Qiong cuisine culture

Participate in international culinary exchange activities, encouraging Qiong cuisine catering enterprises to join such events to showcase the unique charm and cultural

essence of Qiong cuisine. Through exchanges and cooperation with the international culinary community, we can learn from advanced practices and experiences of other countries and regions, promoting innovation and development in Qiong cuisine culture.

Introducing advanced international catering concepts and technologies can enhance the quality and competitiveness of Qiong cuisine while preserving its traditional characteristics. For instance, introducing advanced international food safety management systems and cooking equipment can ensure the quality and hygiene safety of Qiong dishes.

To promote Qiong cuisine to the international market, we can enhance cooperation and exchange with the international tourism market. For example, we can open Qiong cuisine restaurants overseas or promote activities such as the Qiong Cuisine Food Festival, so that more people can learn about and taste the deliciousness of Qiong cuisine.

5. Case analysis

5.1. Haikou Longhua Riverside Hotel

Haikou Longhua Riverside Hotel is an old-established brand renowned for its Hainanese cuisine. The hotel is famous for its generations-old technique in cooking Wenchang Chicken, a famous dish from Hainan. In recent years, while maintaining its traditional characteristics, the hotel has continuously innovated and developed, introducing a series of new Hainanese dishes and specialty foods. At the same time, the hotel actively participates in the promotion and dissemination of Hainanese cuisine culture, enhancing its recognition and influence through events such as Hainanese Food Festivals and Hainanese Culture Exhibitions.

5.2. Hainan Longquan Group

Hainan Longquan Group is a Qiong cuisine brand with a 30-year history. The group has been deeply involved in the Qiong cuisine sector for many years and enjoys considerable fame both on and off the island. In recent years, the group has continuously expanded its culinary territory, developing several star dishes of Qiong cuisine that have received excellent market feedback. At the same time, the group actively participates in promoting and

spreading Qiong cuisine culture through activities such as Qiong cuisine cooking demonstrations and cultural lectures, enhancing the recognition and influence of Qiong cuisine culture. Additionally, the group places great emphasis on the cultivation and selection of talent in Qiong cuisine culinary culture, providing strong support for the development of the Qiong cuisine industry.

The group's business covers food, entertainment, accommodation, fitness, and related industries, specifically including: the catering industry, which owns brands such as Longquan Seafood Restaurant, Longquan Fishing Village, Longquan People's Hainan Cuisine, and Longquan Family Flavor, offering a variety of dining services including Chinese, Western, fast food, and coffee. The accommodation industry, operating under hotel brands like Longquan Hotel, Longquan Garden Hotel, and Longquan Grand Hotel, providing guest room services. Food processing, Longquan Food Co., Ltd. produces various foods, including New Year's products, mooncakes, sausages, and more. The Wenchang Chicken industry, Longquan Wenchang Chicken Industry Co., Ltd. is the largest Wenchang chicken breeding base in Hainan, producing over 8 million chickens annually, with products sold to mainland China, Hong Kong, Macao, and Southeast Asian countries. Agri-tourism, Wenchang Wending Leisure Ecological Agriculture Co., Ltd. (Longquan Rural Park Leisure Resort) integrates joyful travel, specialty dining, leisure health care, and agritourism, serving as a model project for rural tourism in Hainan. Education and training, Longquan Technical School cultivates professional technical talents for both the group and society.

Corporate Culture and Spirit, Service Philosophy: "Guests First, Service Foremost," dedicated to providing society with "sincere, simple, and warm" services. The corporate spirit is "willing to learn, diligent in thinking, brave in practice, and courageous in innovation," inspiring employees to continuously strive for excellence. Social Responsibility is the group's commitment to shareholders, employees, customers, and society, aiming to become a benchmark among local enterprises in Hainan.

In the early days of entrepreneurship, in 1993, seven entrepreneurs, with a capital of 500,000 yuan, opened an inconspicuous seafood stall on Longkun South Road. After more than two decades of hard work, the

group has evolved from a single catering business into a large enterprise group spanning multiple industries. The “Longquan” brand has become one of the most legendary, credible, approachable, and competitive brands recognized in Hainan’s industry. Rooted in Hainan and looking to the world, the group is committed to growing stronger in global competition. Embracing an innovative spirit, it continuously drives industrial upgrading and business expansion. It continues to shoulder social responsibilities, making greater contributions to Hainan’s economic and social development.

6. Conclusion

Qiong cuisine, as a unique culinary and tourism cultural

heritage of Hainan, plays a crucial role in promoting the development of Hainan’s tourism industry. By delving into the essence of Qiong cuisine, building its brand, innovating cultural tourism products, enhancing the cultivation of talent in Qiong cuisine, and facilitating international exchanges and cooperation, we can promote the deep integration and common development of Qiong cuisine with the tourism sector.

Looking ahead, with the deepening construction of Hainan Free Trade Port and the vigorous development of tourism, Qiong cuisine will embrace even broader prospects for growth. We have every reason to believe that in the near future, Qiong cuisine will become a shining card for Hainan’s tourism industry, attracting more and more visitors to savor and experience it.

Funding

2024 Hainan Vocational University of Science and Technology Scientific Research Project, “Research on the Training Mode of New Tourism Business under the Background of Hainan Free Trade Port” (Project No.: HKKY2024-11)

Disclosure statement

The author declares no conflict of interest.

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The Innovation and Balanced Development Path of Education Management Mode in Remote Areas of Chongqing Driven by the Modernization of Vocational Education

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Abstract:

Remote areas are economically and educationally backward, with small populations, which leads to certain constraints on the development of vocational and technical education. However, remote areas also have certain advantages. With the promotion of precise poverty alleviation, education and various industries in remote areas have good development opportunities, which also provide effective resources for vocational education. At the same time, under the development of modern science and technology, vocational education can break the geographical limitations, access to distance education resources through information technology means, strengthen the innovation of teaching management mode, and realize the balanced development of education. This paper mainly analyzes the advantages of modern education means and summarizes the dilemmas in vocational education in remote areas of Chongqing, and finally puts forward an effective education management mode to provide certain reference for the optimization of education management in remote areas.

Keywords:

Vocational education
Modernization drive
Remote areas of Chongqing
Education management mode
Innovation

Online publication: March 27, 2025

1. Introduction

The development of vocational education in remote areas is conducive to enhancing the education level and cultural literacy of the workforce in remote areas, and promoting the simultaneous development of the economy and culture

in remote areas. At present, China is building a human resource power plan in talent cultivation, emphasizing the cultivation of high-quality technical talents and strengthening the emphasis on vocational education ^[1]. Therefore, the current education policy requires students

not only to complete nine years of compulsory education, but also to continue their education after nine years of compulsory education, at least to master a technology, to enhance their ability to survive, and employability. In particular, the work of vocational education in remote areas must be effectively implemented, combined with the current status of vocational education, to explore effective education management measures.

2. Advantages of modern educational means

The application of modern educational means in vocational education in remote areas is conducive to optimizing and enriching educational resources. The educational resources in remote areas are relatively poor, and the teaching materials, teachers and facilities are not perfect, affecting education development and improving teaching efficiency. Through the application of modernized educational platforms, the gap in educational resources in remote areas can be effectively bridged. Distance learning can be realized through information technology, and online education and special delivery classroom can also be used to break the limitations of geographic conditions ^[2]. At the same time, modern education means can provide students with a personalized learning experience, students can combine their own learning progress and learning needs to choose the learning content, while big data technology can also be combined with the students' learning foundation and learning interests to form an accurate algorithm to push the appropriate difficulty of the learning content to meet the personalized learning needs of all students ^[3], and provide feedback information based on the learning progress of the students and the accuracy of their online answers. The application of modern education is also conducive to eliminating the geographical barriers to student learning. The learning materials needed by students are delivered to students by remote means, and students can obtain learning resources at any time and from anywhere according to their needs. Modern education means are also conducive to reducing the cost of vocational education. The economy in remote areas is backward and investment in education is limited. Compared with the construction of professional teachers

and school facilities, modern teaching means have less investment and more preferential course purchase, which can effectively reduce the educational economic burden of students. Finally, modernized education can improve the quality of education. Modern education platforms provide students with richer learning resources and tools to expand students' horizons and enrich their knowledge, which is conducive to improving the quality of vocational education. Especially through the simulation laboratory and the application of multimedia technology, it is more conducive to students' understanding of various teaching concepts.

3. Difficulties of vocational education in remote areas of Chongqing

There are still some difficulties in carrying out vocational education in remote areas of Chongqing, mainly in the areas of infrastructure construction, teacher construction, integration of industry and education, and teaching quality.

3.1. Inadequate infrastructure

From the perspective of vocational education in remote areas of Chongqing, the problem of imperfect infrastructure exists widely, which is manifested in the fact that the school buildings of vocational colleges and universities are relatively old, and most of the majors are not equipped with corresponding practical training bases. For example, for specialties such as machining, tourism, hotel management and other operational specialties, the training bases and equipment are very limited and not updated in time, resulting in students not being able to improve their professional skills through practical training. In teaching, teachers can only explain various aspects of knowledge through classroom lectures, students lack practice and deep understanding of knowledge, and it is difficult to form a quick connection with the profession after graduation, which affects the employment rate of students. At the same time, the network coverage of vocational colleges is unstable, failing to effectively carry out courses requiring network teaching such as simulation laboratories ^[4].

3.2. Inadequate teaching staff

In the survey of vocational education in remote areas of Chongqing, it can be found that there is a serious shortage of professional teachers in vocational colleges and universities, especially the number of teachers in agriculture and intelligent machinery is very small, and the teacher-student ratio is low, which makes it difficult for teachers to take care of the learning of individual students. The insufficient number of teachers in some majors has forced them to use interdisciplinary teaching, which affects the efficiency of teaching. Meanwhile, in the survey of teachers' strength, 35% of the teachers said that they entered the teaching position directly after graduation and did not experience the internship in the enterprise, so they have more theory than practice in teaching and it is difficult for them to carry out the integrated teaching of theory and practice for students, and it is difficult for students to improve their practical skills. In addition, the problem of unbalanced distribution of teachers in remote areas of Chongqing is also widespread. Vocational education areas such as Jiangjin and the southeast of Chongqing have unequal opportunities for vocational teachers in terms of education and training, and the ratio of teachers with high technical skills reaches a huge gap of 4:1.

3.3. Unreasonable integration of industry and education

In the development of vocational education in remote areas of Chongqing, the cooperation between schools and enterprises is seriously formalized. Most of the vocational colleges and universities have not formed effective cooperative relationships with enterprises, and enterprises have not formed workstations or training bases in schools, so students have few opportunities to participate in internships in enterprises. Most of the enterprise cooperation takes the form of visits, students can not participate in the process of enterprise operation. At the same time, leading enterprises in remote areas are relatively rare, and most of them are small-scale or family workshop-type model. equipment technology, production technology and service concepts are not advanced enough, so it is difficult for students to grasp the most advanced knowledge even if they enter the enterprise internship. In addition, the school's ability to connect with

external enterprises is limited, and it is difficult to use big data technology to understand the current situation of the employment site. Moreover, due to the remote location and the relatively small number of students, some vocational skills assessment has to go to a more distant place to participate in the examination, which also affects the motivation of students to learn ^[5].

3.4. Teaching quality is not up to standard

In the teaching of vocational colleges and universities in remote areas of Chongqing, due to the imperfect construction of training bases and educational facilities, most of the courses can only rely on teachers to teach in the classroom. At the same time, the faculty strength of professional teachers is insufficient, and most of them have not participated in enterprise practice, which makes it difficult to improve teaching efficiency. In addition, vocational colleges still focus on traditional specialties in their professional design, such as electromechanical maintenance, computer, hotel management, kindergarten teachers, etc., which have not been combined with the characteristics of the Chongqing region. In recent years, eco-agriculture, non-heritage handicrafts and other industries in the Chongqing region have been developed rapidly and gained certain achievements under the vigorous development of culture and tourism ^[6]. However, vocational colleges and universities have not realized docking with these emerging industries, which will also affect the development of vocational education work. Although some vocational colleges have set up new energy vehicles and artificial intelligence majors, due to the remote geographical location, inadequate allocation of resources in vocational colleges and other reasons, there are many obstacles to curriculum development, which is not conducive to the improvement of teaching efficiency.

4. Path of innovation and balanced development of education management mode in remote areas of Chongqing driven by modernization of vocational education

Playing the role of multiple parties and strengthening the construction of facilities

With the modernization of vocational education, the

importance of vocational education has been increased further. However, from the perspective of vocational education in remote areas of Chongqing, the problem of reduced teaching efficiency due to the imperfect construction of educational facilities has not been effectively solved. In order to ensure the teaching efficiency of vocational colleges and universities, it is necessary to strengthen the improvement of teaching facilities. However, the economic capacity of vocational colleges and universities is limited, and it is difficult to meet the demand for educational facilities. Therefore, it is also necessary for the government to take the lead and unite enterprises to form a multi-party joint force to build a multi-party cooperative management mechanism for vocational colleges and universities to strengthen the construction of educational infrastructure^[7].

First of all, the government takes the lead in building a three-level linkage guarantee mechanism. For example, in southeast Chongqing, the government constructs a special management fund for vocational education, which is mainly used for the construction of training bases of vocational education colleges, while implementing the digital infrastructure of vocational colleges, and allocating corresponding virtual experimental equipment according to the teaching needs of schools. The governments of the districts and counties where the vocational colleges are located prioritize the allocation of land for the construction of school buildings and training bases by the development needs of the vocational colleges. In order to encourage external enterprises to participate in the construction of vocational colleges, they can be provided with preferential treatment by way of tax exemption and a green channel for project approval, to form an effective cooperative relationship with the schools. And focus on the integration of resources around the school site, such as ecotourism. The school cannot build a large tourist base, but it can cooperate with the surrounding cultural tourism attractions and ecological agriculture parks, and move the internship to the off-campus.

Secondly, as the main body of the construction of teaching facilities, vocational colleges and universities should do a good job of integrating the construction of facilities. For example, using the existing resources of the school to carry out a major transformation, avoiding the waste of resources, can also effectively save funds.

At present, some occupations have been reformed and good teaching results have been achieved. For example, Pengshui Vocational Education Center has changed the local Miao village into a training base for non-legacy professional education. There are also some vocational schools to upgrade existing outdated facilities. For example, in the case that the traditional CNC machine tool has not passed the service period, it can be connected with modern science and technology by replacing the CNC kit, and effectively reduce the cost of equipment application.

Finally, there is also a need to call on the power of social organizations to intervene in the construction of vocational college facilities. For example, schools can apply for donations of intelligent teaching equipment from social public welfare organizations, or call on outstanding alumni to donate equipment construction funds to optimize vocational education resources, and also give play to community power. For example, students majoring in agriculture can participate in farmers' agricultural production on weekends to expand teaching resources^[8].

4.1. Optimize the teaching staff and enhance the teaching motivation

The problem of teacher shortage in the teaching of vocational colleges and universities in remote areas of Chongqing still exists widely, and is also a key factor restricting the smooth development of vocational education work. In order to ensure the quality of vocational teaching, it is necessary to strengthen the construction of teachers. First of all, the professional characteristics of vocational colleges and universities and the shortage of teachers are precisely introduced. Teacher channels can be enriched through directional training with colleges and universities, enterprises and special recruitment. For example, special post-teacher training programs can be established with colleges and universities such as Yangtze River Normal for majors in which teachers are in short supply, such as ecotourism and modern agriculture. Graduates need to sign five-year service contracts with vocational colleges to solve the shortage of teachers in vocational colleges. It is also possible to introduce enterprise technical backbones to provide technical guidance to schools on a

regular basis. In addition, vocational colleges in remote areas can consider rehiring old teachers and industry experts to serve as the leaders of the teaching team and strengthen the construction of teachers. For the problem of insufficient practical ability of teachers in vocational colleges and universities, we can try to build a three-level training system for teachers at the municipal, district and school levels, to provide special training for teachers' professional skills, to carry out regular vocational education teaching and research activities, and to form a form of pairing of old with new to promote the rapid growth of teachers^[9].

4.2. Strengthening regional cooperation to promote the integration of industry and education

Vocational colleges in remote areas of Chongqing are limited in educational resources due to their geographic remoteness, resulting in the development of industry-education integration being restricted. In order to enable students to obtain more learning resources, relying only on the single strength of vocational colleges is far from enough, and it is necessary to try to adopt the way of regional integration to build a collaborative development model of vocational education. Specifically, vocational colleges in well-developed areas are the core colleges, and colleges in remote areas are alliance colleges, so as to realize the sharing of teaching resources such as teachers and practical training. Students can take cross-school classes during the way of day. Training centers should be set up according to the professional advantages of different regions to reduce capital investment^[10]. For example, the shipping as well as intelligent manufacturing majors of Wanzhou Vocational and Technical College are relatively strong, and specialized training bases can be built according to these two majors, and other schools can study across schools. Qianjiang Vocational and Technical School, which is stronger in elderly care and cultural tourism, can build a practical training base from these two specialties. In cooperation with enterprises, we can adopt the method of integration of industry and education, and build the docking mechanism between the industrial chain and professional groups. For example, in the Wuling Mountain area, the more distinctive specialties include non-inheritance and tourism industries, so in this area, the

school can be combined with local key enterprises, such as Gongtan Ancient Town. In the northeastern region of Chongqing, where agriculture is more developed, the corresponding specialties should be based on agricultural product e-commerce as well as modernized agriculture, so we can try to cooperate with the Three Gorges Citrus Group.

4.3. Strengthening policy support to improve teaching quality

The improvement of teaching quality of vocational education in remote areas of Chongqing is the core goal of vocational education management, in order to ensure the effective realization of this goal, the government can formulate the "High-Quality Development Plan for Vocational Education in Remote Areas of Chongqing" to determine the goals and directions of vocational institutions in the next few years, and set up a special fund to ensure that vocational colleges and universities improve their teaching facilities. At the same time, technology is used to empower schools to build smart education platforms and obtain high-quality teaching resources from provinces and cities. It can form a special delivery course model with colleges and universities to narrow the education gap. In addition, schools can build virtual simulation laboratories to carry out teaching work through virtual simulation laboratories for experimental content that cannot be participated in on the spot. The integration of educational resources and the improvement of teaching facilities introduce a variety of high-quality courses for students and improve the quality of teaching.

5. Conclusion

In summary, in order to ensure teaching efficiency and improve teaching quality in the development of teaching work in remote areas of Chongqing. It is necessary for the government, society and schools to work together, strengthen the improvement of vocational education facilities, optimize teachers and teaching resources, form a multi-dimensional cooperation model, ensure the richness and high quality of teaching resources, and improve the quality of vocational education in remote areas.

Funding

Project of Chongqing Higher Vocational Technology Research Association, “Education Management Research on Balanced Development of Vocational Education in Remote Areas of Chongqing Under the Background of Vocational Education Modernization” (Project No.: 295)

Disclosure statement

The author declares no conflict of interest.

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Exploring Practical Pathways for Cultivating Student Cadres in Higher Education: Constructing a “1+4+3 Model” from the Perspective of Counselor Work

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Abstract:

Under the modernization of higher education governance, student cadres, as the core carriers of “Three-Self Education” (self-management, self-education, and self-service), play a pivotal role in achieving moral education and talent cultivation. This study employs a grounded theory research method to systematically deconstruct the practical challenges faced by “Post-00s” student cadres in dimensions such as subjective agency awakening, political literacy cultivation, organizational norm construction, and professional competency development. From the dual identity of counselors as “practitioners-researchers,” the study innovatively proposes a “1+4+3” cultivation model. Practice demonstrates that this model, through its closed-loop mechanism of value guidance, four-dimensional empowerment, and outcome evaluation, significantly enhances the service efficacy, organizational efficiency, and developmental effectiveness of student cadres. It provides a replicable, practical paradigm for cultivating student cadres in the new era. The standardized meeting procedures and document management systems developed in this research offer referential frameworks for ideological and political education in higher education.

Keywords:

Student cadre cultivation
Counselor work
Competency enhancement
1+4+3 model
Practical pathways

Online publication: March 27, 2025

1. Introduction

Student cadres, as the backbone of student self-governance, hold significant importance in university operations. Cultivating student cadres is a systematic project influenced by multiple factors, with comprehensive competency enhancement being the key focus ^[1,2].

2. Problem analysis: Realistic challenges in contemporary student cadre cultivation

Under the dual influence of digital transformation and Generation Z characteristics, participatory observation and in-depth interviews reveal four tensions in current

student cadre cultivation:

- (1) Diminished subjectivity: 57.3% of surveyed cadres exhibit a “passive-responsive” work style, relying solely on explicit instructions from faculty.
- (2) Theoretical deficiency: Some student cadres neglect Marxist theory study, show limited engagement with national policies, and lack policy interpretation skills, leading to ambiguous work direction.
- (3) Normative disorder: Issues like hierarchical overreach, inverted procedures (e.g., unauthorized budget alterations) and operational irregularities are observed in activities.
- (4) Professional shortcomings: Skills are fragmented, with gaps in official document writing, formatting, etiquette, and event planning, reflecting a structural lack of professional competence that risks reducing cadres to mere “tools.”

Beneath these surface challenges lies a deeper crisis of role identity among student cadres and systemic flaws in training frameworks, demanding comprehensive solutions.

3. Practical innovation: The “1+4+3 model” from a counselor’s perspective

Addressing these issues, the study propose a “1+4+3 Model” in our practical work—a comprehensive training framework that forms an educational closed loop of value guidance, capacity building, and outcome evaluation. “1 Core”: Anchored in ideological and value-based mentorship by academic advisors. “4 Competencies”: Focused on cultivating student dynamism, theoretical grounding, operational efficiency, and professional skills. “3 Outcomes”: Committed to achieving greater motivation, smoother workflows, and accelerated growth among student cadres. This structured approach has proven highly effective in building a high-caliber student leadership team.

3.1. Value anchoring: A dual demonstration and leadership system

By systematically reflecting on our experiences as

both a student cadre and an academic advisor, while continuously studying higher education theories and updating knowledge, I established a “Mentor Demonstration Field” and a “Peer Mentorship Chain.”

- (1) Mentor demonstration: Student affairs professionals must first define what kind of student cadres to cultivate and how to cultivate them effectively. Guided by President Xi Jinping’s principle of “setting an example in words and deeds,” This embodies the philosophy: “To mold students into certain kinds of leaders, the study must first become such leaders ourselves”^[3]. Through lectures, hands-on coaching, and role modeling, the study instill correct values and equip cadres with systematic methodologies^[4].
- (2) Peer mentorship: A “Golden Seed” program selects exemplary cadres as mentors, fostering a “1+2+N” mentorship chain (1 mentor guiding 2 departments, influencing N freshmen) fosters peer coaching, cross-grade collaboration, and multi-tiered demonstration. This creates a virtuous cycle of cadre development and an ecological matrix for competency transfer.

3.2. Capacity building: A four-in-one empowerment

3.2.1. Agency activation: Implement a “Three-platform, Three-rights” system (Decision-making, execution, supervision platforms; Proposal, planning, evaluation rights)

The three-platform include decision-making, execution and supervision platforms, while the three-rights include proposal, planning and evaluation rights. In campus activities, student cadres are placed at the forefront—granted visibility, honor, and public recognition—to enhance their motivation, initiative, and accountability. For example, nameplates are created for key cadres who serve as judges or guests during events like college speech competitions, increasing their exposure among peers. In routine operations, advisors intentionally step back, focusing on behind-the-scenes guidance and strategic oversight while ceding the central role to student cadres. Controlled delegation of authority is practiced to foster ownership. During

student union elections, advisors focus on steering the overall direction and vetting core positions. At the same time, department heads are selected through established procedures that prioritize cadres' input, effectively "returning the union to students."

3.2.2. Theoretical immersion: Establish a "Biweekly forum + Project-based learning" hybrid model

Ideology guides action, as unclear thinking leads to inadequate execution. In this sense, theoretical learning should take precedence over transactional and specific tasks^[5]. For student leadership teams, only by arming themselves with scientific theories and steadfastly following the Party's guidance can they fulfill their duties and serve fellow students effectively. A regular department meeting system has been established within the student union, where each department holds weekly meetings^[6,7]. These sessions integrate the study of Party theories and national policies with departmental work reviews and planning, fostering a "dual enhancement" of student leaders' theoretical literacy and practical capabilities.

3.2.3. Procedural standardization

Standardization serves as the prerequisite and guarantee for effective operations. The study have established 9 SOP processes covering activity approvals, document management, and other areas to enhance work efficiency^[8]. Building on this foundation, the study focus on institutional improvements to help students clarify relationships, delineate responsibilities, categorize tasks, and optimize workflows. To address irregular document storage practices in student organizations, all departments are required to set up public email accounts for daily operations and establish a "cloud-based document repository." This system centralizes material distribution channels while ensuring secure archival of historical records, facilitating document retrieval and workflow continuity^[9].

3.2.4. Vocational training: Build a "Writing-Etiquette-Interview" competency framework through workshops and peer coaching, empowering cadres as "skill ambassadors"

- (1) Writing skills enhancement: Invite instructors with extensive official document writing experience

to conduct specialized training for student unions, elevating cadres' writing proficiency and responsible for quality control of critical documents to upgrade publicity standards^[10].

- (2) Enhancement of etiquette competence: Organize etiquette seminars to impart protocol knowledge and refine behavioral standards. Guide students to refine every detail through repeated simulations and practical drills, establishing model meeting benchmarks.
- (3) Interviewing skills enhancement: Organize simulated interviews with diverse scenarios (e.g., crisis management, teamwork conflicts)^[11]. Rotate roles between interviewers and candidates to develop empathy and adaptability. Use case studies to sharpen problem-solving abilities. Encourage students to structure answers using the STAR method (Situation, Task, Action, Result).

Through this systematic approach, the study implements hands-on training to develop a cohort of highly skilled student cadres. These cultivated talents then serve as "training coaches" to disseminate acquired skills within their respective departments and classes, creating a sustainable knowledge transfer ecosystem.

4. Outcome evaluation: Multidimensional competency enhancement

Through practical implementation and follow-up surveys, significant improvements have been observed in students' work initiative, theoretical cognition, process standardization, and professional skills. This successful transformation has cultivated high-quality student cadres as "vanguard leaders," while student organizations and activities have achieved a leapfrog development from teacher-led operations to student self-management, particularly manifested in three key aspects:

4.1. Enhanced motivation among student cadres

The appeal of student leadership roles has significantly increased, with student cadres demonstrating heightened enthusiasm for peer service. Student union transitions have been successfully completed with high quality

^[12,13]. Cadres' sense of ownership has been strengthened, enabling proactive activity planning and effective implementation of key student union initiatives. Improved execution capabilities and initiative have led to structured activity management: pre-event planning, in-process consultation, and post-event summarization. Particularly notable is their ability to report key milestones to supervisors at crucial junctures, effectively preventing operational errors.

4.2. Optimized student union operations

Comprehensive implementation of institutional mechanisms (departmental meetings, public email systems) has enhanced operational standardization and significantly improved work efficiency. Event preparation time for college-scale activities has been reduced from previous delays to current three-day preparation cycles (excluding preliminary arrangements), earning widespread praise from faculty and students ^[14]. The student union has developed distinctive operational features and established its brand of student work excellence.

4.3. Accelerated personal growth of students

In conference etiquette, student cadres now independently manage logistics for large college events. Appropriate personal etiquette and exceptional writing skills have

become essential qualities for cadres. Professional development: Cadres demonstrate proficient theoretical understanding, writing competence, and interview skills that meet requirements for Teacher Qualification Certificates and teacher recruitment examinations, largely eliminating the need for external training and laying solid foundations for future employment ^[15].

5. Conclusion

This study breaks through the traditional experience-based training paradigm and constructs a "1+4+3" model. Theoretically, it establishes a structured framework for student leaders' competency development; practically, it produces transferable standardized toolkits; educationally, it achieves a paradigm shift from instrumental rationality to value rationality. Future research could expand into cross-institutional validation, longitudinal tracking studies, and explore practical pathways for big data technology to empower quality monitoring in training. As the modernization of higher education governance advances, how to deeply integrate student leadership development into the "San Quan Cultivation of Students" (whole-process, all-staff, and all-round education) framework remains a critical area for ongoing academic exploration.

Disclosure statement

The author declares no conflict of interest.

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Public Value Management: A Three-Dimensional Performance Assessment Spectrum for Public Security Organs

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Abstract:

The performance assessment adopted by China's public security organs has played a prominent part in various aspects ever since its implementation, e.g., boosting the efficiency of police work and the quality of public services, reducing administrative costs, improving the civilian-police relationship, etc. Going into the governance stage, however, long-overlooked problems started exposing themselves to some extent. One of the most apparent is the ratio-centered representation of assessment indicators, which has proved to be not particularly effective and accurate for systematically quantifying "governance." Looking at the bigger picture, this performance assessment issue seems related to a multi-dimensional spectrum in a network environment. Contrary to the inability of the endless arrays of new public management approaches to satisfy network governance requirements, public value management seems to be the most fitting solution. This is due to its nature as an explanatory framework, which makes it compatible with investigating the status quo of the performance assessment on public security organs and the orientation of its development on the spectrum. In light of this, the study considered both the reality as well as the perspectives offered by the Public Value Management Theory, before reflecting on the dimensions of "value orientation," "partnership," and "networking behaviors" used in existing performance assessments by public security organs. Based on this reflection, a new set of dimensions for the performance assessment spectrum targeting public security organs was proposed: "public value," "partners" and "networking competence."

Keywords:

Performance assessment
Public value management
Networking competence
Partners

Online publication: March 27, 2025

1. Problem statement

Since the outbreak of the pandemic, some social functions have been transferred to the public network for operation. The rapid collaboration among various components in the network governance structure has demonstrated remarkable flexibility, adaptability, and rapid response capabilities. In the network governance structure, multiple stakeholders such as government departments, social organizations, and the public have established close social connections and jointly strive to provide public goods and services. Although the administrative inertia under the traditional bureaucratic system remains strong, in the post-pandemic era, the impact of the network governance model on grassroots society may be more direct and profound. Of course, the pandemic has also exposed many problems that have been neglected or put on hold to some extent for a long time. Among them, the most prominent issue is that the performance indicators centered on various ratios in the traditional single-dimensional performance assessment cannot systematically, accurately, and effectively measure “governance”, which is related to the construction of a multi-dimensional performance assessment system for public departments in the network environment.

In the 1980s, the new public management paradigm reshaped the nature of the discipline of public administration, and the traditional administrative management paradigm was unable to cope with the major changes in the discipline. The new public management aimed to enhance the efficiency of public service provision by applying private sector management techniques. Performance assessment, as an important tool under the banner of new public management, gradually played a significant role in improving the efficiency of government departments, enhancing the quality of public services, and reducing the costs of public activities. After entering the new century, local public departments in China began to focus on outputs, quality standards, and efficiency, designing and using annual performance indicators, which effectively promoted the widespread application of performance assessment. Performance assessment provides important feedback on the goals and tasks that public departments are concerned about, and motivates civil servants to take on responsibilities actively. It has gradually become an important tool and method

for improving administrative efficiency and service quality. However, some scholars believe that due to the complexity and ambiguity of administrative activities and the inappropriateness and imbalance of performance indicators, it is objectively difficult to accurately measure performance results. Despite this, the potential benefits of performance assessment still encourage public departments to adopt this method. And practice has proved that performance assessment can effectively improve decision-making quality, enhance administrative efficiency, and strengthen accountability. Therefore, based on the theory of public value management, this paper explores the reconstruction of the performance assessment dimension system of public departments in the network governance environment to achieve the modernization of the administrative governance system and governance capacity.

2. Public value management: Origin, evolution, and characteristics

2.1. The origin of public value management research

The new public management aimed to enhance the efficiency of public service provision by applying private sector management techniques, with a core focus on market and competitive efficiency. However, it confused the essential differences between the public and private sectors and ignored the “publicness” of public management. This neglect may lead to a deviation of its value from the essential attributes of public management. Despite abundant evidence indicating the inapplicability of private sector management techniques to public services, the new public management remained enthusiastic about applying outdated private sector techniques to public service provision. With the transformation of governance concepts leading to the innovation of administrative management theories, the excessive marketization and rationalization of the new public management have faced increasing criticism and doubts. Scholars hold that in an increasingly fragmented and cross-organizational environment, the contribution of the various policy propositions of New Public Management to the management and governance of the public sector and public services is limited and

one-dimensional. A more radical view is that New Public Management has failed, even if it once played a role. Competitive markets are often highly inefficient mechanisms for resource allocation in the complex supply of public services.

Entering the governance era, the diversification of governance subjects and the networking of service supply require the public sector to rely less on the “process control” and “rules and conventions” commonly used in the bureaucracy, and instead adopt negotiation, mediation, intermediary, and new conflict resolution skills consistent with governance concepts. The focus is on governing social public affairs and public service supply rather than managing them. It is necessary to manage the multiple relationships among public service organization networks, that is, to establish partnerships among government departments, social organizations, and the public, and continuously enhance the integration and responsiveness of government departments. The value of public services gradually transcends “entrepreneurship,” with the network at the core, understanding and providing efficient public services through an external focus approach, formulating and implementing effective public policies under the interaction of multiple values and forces, building and maintaining cooperative governance networks based on trust, identity, and common interests, and striving to maintain and enhance the common interests of multiple actors. Scholars believe that the ideas and practices of administrative management always respond to new environmental challenges and the deficiencies of old paradigms. Traditional administrative management and New Public Management cannot meet the requirements of network governance, while Public Value Management is the most suitable administrative management model for the era of network governance. Public Value Management focuses on collective preferences, values the role of politics, promotes network governance, repositions the relationship between democracy and efficiency, and comprehensively addresses issues of efficiency, responsibility, and fairness. It is regarded as a new administrative management paradigm ^[1].

2.2. The evolution of public value management research

Public Value Management theory is the result of the

development of administrative management. In 1995, Mark Moore first proposed the concept of public value, stating that “as strategic managers, governments should be able to discover, define, and create public value.” He believed that the main feature of traditional administrative management was that leaders had clearly defined the functions and operation methods of the public sector, and the responsibility of managers was to follow these regulations, maintain and improve the operation of the organization, rather than make innovations that could change the role and values of the organization ^[2]. New Public Management did not transcend this inherent characteristic; it did not change the main functions of the government, nor did it change the basic organizational structure of the government, nor did it fundamentally change the nature of the government. At most, it only partially changed the operation mode of administrative management ^[3]. Since the beginning of the new century, the diversification of governance subjects, the blurring of responsibility boundaries, and the networking of public service supply have required government departments to become strategic managers. Their responsibility is not to ensure the continuation of the organization, but to act as creators, changing the functions and behaviors of the organization based on changes in circumstances and their understanding of public value ^[4]. With the development of modern democratic systems and social governance, research on Public Value Management has gradually emerged. Some scholars roughly divide the research on Public Value Management into three categories: the perspective of public value results, the perspective of public value consensus, and the perspective of public value integration ^[5].

Under the result-oriented public value discourse system, public value emphasizes the political coordination and expression of the collective preferences of citizens ^[6]. Unlike the New Public Management, which focuses almost entirely on the internal processes and management of organizations and emphasizes results and measurement, result-oriented public value management pays more attention to the creation, establishment, and maintenance of public trust, as well as responding to the collective preferences of the public ^[7]. It utilizes the interdependent actors in the governance network to jointly provide public goods and services. Under the

consensus-oriented public value perspective, public value is a consensus formed about rights, obligations, and norms, and is a value orientation and behavioral norm that is jointly followed by the public sector, citizens, other sectors, etc.^[8]. With the advent of the governance era, in the public domain, the public sector is just one of many actors, and more actors are involved. The boundaries between the public and private domains are becoming increasingly blurred, which prompts the emergence of a new public order that transcends traditional organizational boundaries. This order aims at building public trust, pursuing normative principles, and reconciling value conflicts. In recent years, research on public value management has attempted to establish an integrated conceptual framework that combines result-oriented public value and consensus-oriented public value. The main purpose is to enhance the dialogue and exchange between public value theory and administrative management theory and to increase the explanatory power for systemic issues in administrative management practice^[9]. Researchers from an integrated perspective believe that public value management, on the one hand, lies in the application of a “consensus” orientation, where the public sector, social organizations and the public jointly formulate behavioral norms or standards, promoting the formation of consensus on rights, obligations and norms; on the other hand, it attaches importance to a “result” orientation, focusing on the creation, establishment and maintenance of public trust, as well as responding to the collective preferences of the public, ensuring that each actor in the cooperative network takes responsibility for creating public value^[10].

2.3. Characteristics of public value management

The characteristics of public value management can be summarized as follows: First, public value management is a dynamic process. Mark Moore believes that, as the creator of public value, the government department should change its functions and behaviors according to the changes in circumstances and different understandings of public value, constantly creating new public value. Public value management is a dynamic process. Under the premise of creating public value for society, the foundation of creation is the discovery and definition of public value; the key to creation is the distribution and

enhancement of public value. From public value, from the discovery of public value to the definition of public value, from the distribution of public value to the enhancement of public value, this is a complete process. Second, public value management is the cooperative production of multiple actors. The creation of public value is a progressive process that includes four stages: discovery, definition, distribution, and enhancement of public value. It is the result of the cooperation of various actors across organizational boundaries. Public value management integrates the perspectives of multiple actors and supports a large number of multi-level mechanisms that connect the activities of various actors horizontally and vertically. The operation of this process-oriented public value management relies on the combined effects of multiple actors, different action sites, multiple spatial scales, and multiple processes. Third, public value management is a networked production system. In the governance era, the supply of public goods and services requires interaction and cooperation among government departments, social organizations, and the public. Such networked behavior breaks through the boundaries of established organizations, changes the location and mode of social production activities, and builds practice on a dialogue and communication system, demonstrating strong network characteristics. Public value management regards democracy and efficiency as partners, reconfigures production systems, focuses on production systems that span across organizations and sometimes even involve millions of dispersed individuals, and creates public value through negotiation, mediation, intermediation, and new conflict resolution techniques^[4].

3. Public sector performance appraisal: Threefold reflections

Performance appraisal is a characteristic field or tool of government management. Its basic logic is to determine performance planning and target systems, develop appropriate methods for measuring the outputs and results of public behavior, and drive government departments to improve their service supply capabilities through performance appraisal. However, even when performance appraisal tools were popular in government departments, there were still voices of doubt from all sides. The main

content focused on the essential differences between the public and private domains and organizational functions, emphasizing the orientation of instrumental rationality, and the traditional performance indicators centered on various ratios could not systematically, accurately, and effectively measure “good governance.” Therefore, reflecting on the “value orientation,” “partnership,” and “networked behavior” of public sector performance appraisal is a key link in constructing a multi-dimensional system centered on public value.

3.1. Reflection on the “Value Orientation” of public sector performance appraisal

Under the impact of scientism, value rationality declined in the new public management, while instrumental rationality overstepped its bounds, leading to an imbalance between instrumental and value rationality. Guo Xiajuan pointed out that the core value orientation of the new public management is instrumental rationality, focusing on “what is” factual issues while selectively ignoring “what should be” value issues. The performance appraisal under the banner of the new public management “adheres to the principle of efficiency first,” and the pursuit of efficiency supremacy has exposed many flaws in practice^[11]. In the eyes of critics, instrumental rationality is an extremely utilitarian practical value, and the public sector cannot and should not pursue instrumental rationality. Due to the differences in nature, corresponding starting points, and fundamental purposes, the goals of public management and business management cannot be the same. The private sector takes profit as its basic purpose, and profit is its value base. Performance management emphasizes a single mission and instrumental rationality, while the public sector not only needs to maintain the basic values of freedom, democracy, and equality in society but also should take into account complex and diverse values such as public interest, social justice, social equity, and social responsibility.

For a long time, the pursuit of efficiency supremacy and technology supremacy has exposed many flaws in practice, such as evaluation results deviating from reality and the coexistence of high performance and low citizen satisfaction^[12]. In public sector performance appraisal, there is often an excessive emphasis on input and output while neglecting results and effects. Input

refers to process input. In practice, the focus is placed on input, such as the rate of resource availability and budget progress monitoring, while ignoring the reasonable matching between input and service demand. Performance appraisals that emphasize “input” often focus on the execution process of plans, which will inevitably limit the space for flexible and comprehensive arrangements based on local conditions, leading to imbalances and distortions in resource allocation. Output refers to goods, services, or other resources obtained by target groups and beneficiaries. In practice, indicators such as the number of cases solved and the number of suspects arrested are used as key indicators, confusing results with outputs. Performance appraisals are merely regarded as a form of inspection for administrative activities, ignoring changes in various environments related to administrative activities. Performance appraisals that emphasize “output” often adopt the method of pre-setting rigid indicators, but the key issue is the irrationality and unscientific nature of these rigid indicators. However, in the era of governance, many problems that have been long neglected have emerged to some extent, the most prominent of which is that performance indicators centered on various ratios in public sector performance appraisals cannot systematically, accurately, and effectively measure “governance”. Therefore, in the complex network governance environment, public sector performance appraisals should focus on the integration of value rationality and instrumental rationality, and achieve the integration with instrumental rationality based on value rationality as the main body.

3.2. Reflections on “Partnership” in public sector performance appraisal

“Partnership” is a multi-dimensional continuum that encompasses a wide range of different concepts and practices, often used to describe various types of relationships formed in different environments and geographical spaces. In the era of governance, social issues have gradually transcended traditional administrative regions and organizational boundaries. Public sectors alone find it difficult to deal with “wicked problems” characterized by high complexity and high value conflicts. However, in the context of increasingly diverse actors in administrative governance networks,

public participation in performance appraisal remains challenging. Theoretically, public sector performance appraisal can be divided into two paths: top-down control and bottom-up promotion. In both paths, the participation opportunities for multiple actors are limited ^[11]. From the perspective of the status of performance assessment subjects, public sector performance appraisal is an internal assessment, and the opportunities for public participation in assessment are limited. In practice, it is objectively difficult for internal assessors to measure performance results impartially, which may lead to the performance appraisal system being difficult to implement. They are within the public sector system and are easily influenced by departmental interests, making the assessment lack objectivity. At the same time, out of consideration for their reputation and future, they may engage in “collusion,” leading to information distortion and making performance appraisal one-sided and subjective.

The inconsistent goal characteristics among internal institutions of the public sector are a key issue faced by performance appraisal. The public sector follows an action model centered on internal institutions as “independent service units,” and different institutions may have different understandings of the meaning of goals. Such different understandings may lead to misunderstandings, dysfunctional collaborative behaviors, and conflicts and competition among different institutions. Moreover, government reforms have expanded the functional scope and management authority of institutions, but the functional boundaries between institutions are still distinct. Once these boundaries are crossed, conflicts and power struggles between institutions remain inevitable ^[13]. Inter-organizational competition may have a “double-edged sword” effect on performance. To a certain extent, competition may negatively impact organizational performance. Therefore, administrative activities embedded in the complex interactions of multiple actors should adopt new forms of partnerships, and public sector performance appraisal should focus more on organizational complexity, organizational collaboration, inter-departmental relationships within the organization, and relationships with multiple actors.

3.3. Reflections on “Networked Behavior” in public sector performance appraisal

The governance network is a relatively stable social relationship pattern formed by interdependent government departments, social organizations, and the public. Networked behavior refers to the interactive behavior between government departments and other interdependent actors. In the era of governance, networks formed by a large number of interdependent organizations are increasingly involved in administrative activities, which places higher demands on the management capabilities of public sectors in networked environments. Administrative performance depends on the management capabilities within the network. However, in the dynamic and changing network environment formed by multiple actors, public sectors still follow the circular logic of performance planning and implementation, and habitually use control or administrative means in the performance management process, substituting power influence for networked management. Encouragement and promotion of cooperation still rely on communication channels and rules established in traditional hierarchical organizations, and implement performance appraisal in a single dimension, especially the technical dimension. A large number of studies have shown that the fragmentation of administrative management associated with New Public Management has led to the decline of traditional hierarchical coordination methods. In the performance management system of the complex network governance environment, the public sector should assume multiple roles such as the “leader” in performance planning, goal system determination, and management authorization, the “supporter” of resource supply for multiple administrative entities, and the “coordinator” among organizations and individuals within the network. Therefore, the public sector should focus on the complex interactive processes formed by the networks with other organizations, establish inter-organizational partnerships based on extensive consultation, continuously enhance network capabilities, and reduce the negative impact of restrictive conditions on administrative performance, thereby improving the level of administrative performance.

4. Public sector performance appraisal: Three-dimensional construction

With the diversification of social governance subjects, the blurring of responsibility boundaries, and the networking of public service supply, government departments are no longer the sole actors in the field of public management. The marketization and socialization of social governance and public services have become a trend. In the network governance environment, starting from the characteristics and requirements of the new era, the transformation from single-dimensional performance appraisal to multi-dimensional performance appraisal should be made, and a three-dimensional performance appraisal system for public sectors should be constructed, namely “public value,” “partnership,” and “networking capability.”

4.1. The “Public Value” dimension of public sector performance appraisal

Public interests, public responsibilities, and public services constitute the basic characteristics of government departments and put forward special requirements for performance appraisal. On the one hand, the value construction of public sector performance appraisal in the new era. The process, form, and content of the value construction of public sector performance appraisal vary from country to country. The value orientation of China’s public sector performance appraisal must be consistent with the Party’s lines, principles, and policies, and the value choices of government behavior. The public sector performance appraisal system should be designed based on the new starting point and requirements of the new era of socialism with Chinese characteristics, and the scientific connotation of the new era should be reflected in the value of performance appraisal, as well as the basic connotations of a law-based government, a service-oriented government, a responsible government, and an efficient government.

On the other hand, public sector performance appraisal needs to highlight public value. The instrumental rationality guided by efficiency leads people to focus on means rather than ends. Although in the period dominated by efficiency and technology, public sector performance appraisal relies on technical paths, the awareness and experience of improving responsibility and serviceability shaped by performance appraisal still contribute to the

construction of a public sector performance governance model in the complex network governance environment. This requires repositioning the relationship between efficiency and fairness, instrumental rationality and value rationality, and confirming the performance value based on public value at the levels of consciousness, culture, and system, systematically and comprehensively designing the performance appraisal index system, integrating performance appraisal and management tools, and continuously enhancing the public nature, systematicness, and effectiveness of performance appraisal.

4.2. The “Partnership” dimension of public sector performance appraisal

Governance emphasizes the formation of organizational networks by the government, market, and society, with a large number of interdependent actors jointly committed to the management of social public affairs. Public sector performance appraisal can only better adapt to the network environment and stimulate network functions by enhancing the “partnership” with multiple actors, such as social organizations, private organizations, and the public, and promoting cross-departmental cooperation on a larger scale. On the one hand, in terms of subject composition, it is necessary to follow the transformation from “internal dominance” to “external participation,” that is, to build an “outward-oriented” public sector performance appraisal model. Many network governance systems are still dominated by the hierarchical system, and performance appraisal mainly plays the role of upper-level inspection and supervision of lower-level departments, and the institutional and substantive effects of public participation are not ideal. Therefore, in the acceptance and implementation stages of performance assessment, it is necessary to involve more actors. Based on identifying key actors, the structure of each actor in the partnership should be clarified to promote the scientific, democratic, and standardized performance assessment in the public sector. On the other hand, the establishment of interdepartmental partnerships is becoming increasingly important. Different types of administrative activities are interconnected, and public security operational departments pay more attention to organizational complexity, organizational collaboration, and interdepartmental relationships. The logic norms

brought by the bureaucracy to government departments are specialization and professionalization. However, in the era of network governance, social problems have transcended traditional administrative regions and organizational boundaries. It is difficult for public departments to deal with “wicked problems” characterized by high complexity and high value conflicts by relying solely on their strength. Therefore, the operation of interdepartmental partnerships is an important prerequisite for the acceptance and implementation of performance assessment. By integrating complementary resources from different departments and operating in a new partnership form that is more suitable than traditional methods, the administrative performance level can be continuously improved.

4.3. The dimension of “Networked Capacity” in public sector performance evaluation

Network theory advocates the transformation of zero-sum games into win-win situations for the management of public affairs. In complex governance networks composed of interdependent actors, numerous interactions require government departments to enhance their networked capacity and continuously strengthen cooperative advantages and trust. A large number of studies have

shown that networked capacity has a positive impact on the performance of government departments. Under a high level of networked capacity, each unit of resource growth in the organization can generate greater returns. Networked capacity constitutes a form of organizational social capital, which is in line with social governance. Networked capacity plays a key role in public sector performance evaluation based on public value management. It includes three parts: internal management of organizational networks, obtaining support from external network actors, and establishing trust among different organizations. By promoting inter-organizational connections and reducing the negative impact of restrictive conditions on administrative performance. In the network environment, the influence of public sector power is showing a weakening trend, and administrative performance increasingly requires interaction and cooperation with network actors. By forming and dissolving connections with network actors, it protects the core business from external environmental influences, and continuously enhancing networked capacity is the key to improving administrative performance.

Funding

Qing Lan Project; Jiangsu Provincial Philosophy and Social Science Research Project (Project No.: 2021SJA0515)

Disclosure statement

The author declares no conflict of interest.

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