Exploring Transformative Educational Strategies In Private Vocational Education In China: Implications For Character Development Of College Students

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Abstract: In the context of the new era, vocational education in China has gradually recognized the importance of character and value education, and has begun to explore how to strengthen students' moral education while enhancing vocational skills training. This study aims to deeply analyze the current situation of students' character education in higher vocational colleges and universities, identify the existing problems and deficiencies, and, based on these problems, put forward transformative strategies and suggestions. The researcher focused on a number of aspects such as parents' attention, family growth environment, family ethical values, teachers' character literacy, school management ability, educational methods and campus culture. The researcher drew two main conclusions: first, transformative educational strategies significantly influence the formation of students' character in various aspects. Second, different types of transformative educational strategies play an important role in promoting students' character development.

Keywords: Higher Education Institutions; Character Education; Transformative Educational Strategies

Introduction

The university stage is a critical period when students' outlook on life and values gradually tend to mature from immaturity, and it is also a critical period for students' socialization. Education is not only a tool for imparting knowledge, but also plays a crucial role in shaping students' character and moral values. In today's society, with the rapid development of the economy and the continuous upgrading of industrial structure, higher vocational education, as an important bridge connecting education and employment, bears the important responsibility of cultivating high-quality skilled talents for the society. However, in addition to the cultivation of professional skills, the character education of students should not be ignored. Character education is not only related to personal moral cultivation and the formation of values, but also directly affects the harmony, stability and long-term development of society. For higher vocational colleges and universities, how to teach professional knowledge and skills at the same time, the effective implementation of character education has become an important issue that needs to be resolved.

1. Analysis of the current situation of character education for students in higher vocational colleges and universities

As the concept of character is widely used in different fields, the definition of character education has also evolved, and no consensus has been reached so far on the understanding of character education. Character education is also known as "personality education", "quality education" and so on, and is called "character education" in the West. In Socrates' Mannaeus, Plato's Ideal State, and Aristotle's Nicomachean Ethics, there are definitions of virtue and character, and it is proposed that character be cultivated by means of education. Looking at the history of moral education in the United States, the term "character education" has existed since the colonial period and has been closely linked to religious education. However, with the modernization of the United States, character education gradually shifted to focus on the secular dimension, reflecting the fact that religious education could no longer meet the needs of American modernization and development, marking the gradual separation of moral education from religious education in the United States.

In the early practice of character education, its core purpose was to mold law-abiding citizens and enhance their moral character. Character education was presented through a curriculum rich in ethical content to impart character knowledge, aiming to cultivate a new generation of young people with deep knowledge of patriotism as well as rich practical experience.

An important transformative educational strategy for character education in China is the "quality education" reform, which seeks to

promote the all-round development of students through the promotion of holistic quality training, emphasizing the integrated development of knowledge, ability and literacy. Students are no longer viewed as mere recipients of knowledge, but rather are inspired to become integrated individuals with creativity, practical ability and moral character. Character development has become an important part of quality education, aiming to cultivate character qualities such as moral emotions, social responsibility and teamwork. This transformative educational strategy has driven the renewal of China's education system, making it more concerned with the holistic growth of individual students, and laying the foundation for shaping future citizens with a sense of creativity and social responsibility.

2. The Current Situation of Character Education in Higher Vocational Colleges and Universities

After decades of rapid development, China's higher vocational colleges and universities have become an important part of the country's higher education structure. However, the field also faces many challenges, including the quality of education and the uneven quality of students. In addition, as vocational education tends to be market-oriented, the emphasis on and implementation of character and value development of students are not satisfactory enough, and many schools focus more on vocational skills training than on the overall development of students, especially character education. In the management of students in vocational colleges and universities, it is found that many college students have the problems of vague moral consciousness, negative moral emotion, weak moral will, and moral misbehavior, etc. The values of some students have deviated, which are manifested in the lack of integrity quality, the spread of laziness, and the excessive reverence for money worship, hedonism and extreme individualism. With the emergence of these values, the level of public morality of young college students has been on the decline. This is evidenced by the "cultural phenomenon" on campuses, in which desks, benches, books and walls of colleges and universities can hardly escape the fate of graffiti and carvings. In addition, the reputation and image of college students have been seriously damaged by students ignoring their teachers on campus, making loud noises in classrooms, libraries and other public places, piling up garbage in dormitories due to long-term non-cleaning, using rude language and destroying public property. This has caused higher vocational colleges and universities to reflect deeply on education.
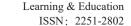
Second, the problems of student character education in higher vocational colleges in China

The main problems faced by China's higher vocational colleges and universities in students' character education are reflected in two aspects: one is that character education is too much in favor of theoretical forms and ignores the importance of practical operation; the other is the lack of concerted efforts of families, schools and society. The Eleven Principles of Effective Character Education formulated by the Consortium for Character Education (CEP) of the United States provides theoretical guidance for the character development of international young students, in which the second, fifth and tenth principles clearly point out that character should cover the cognitive, affective and behavioral dimensions, and that students should promote the development of character by practicing ethical behaviors, and that the school needs to actively involve parents and community members in the character education process. Schools need to actively involve parents and community members in the character education process.

Although the importance of character education has been emphasized from basic education to higher education, the reality is that this education is more superficial than practical. Schools are not strong enough to organize practical character education, and there is a lack of practical activities that can effectively improve students' character awareness. At the same time, there is a lack of coordinated efforts among families, schools and society. In the family, parents are often only concerned about their children's academic performance, but ignored moral character education; in schools, teachers' character education is often a formality, not truly rooted in the ground, the effectiveness of students' moral character training is limited; and in the community, the public figures, such as singers, movie stars, comedians, etc., have a significant impact on the development of college students' character, but some of the public figures' own behavioral misbehavior is no doubt a major influence on the formation of college students' good character. have a negative impact on the formation of good character of college students.

3. Transformative Strategies for Character Education in Higher Vocational Colleges and Universities

This study used semi-structured interviews for qualitative research, and the first part of the interview design assessed the important

factors affecting character formation; the second part assessed the impact of transformative educational strategies on character formation; and the third part explored in depth what challenges and problems might arise in the process of implementing transformative educational strategies. Interviews were selected from one of the country's higher education institutions and included students, faculty, and student administrators from a variety of colleges, ages, and educational backgrounds to ensure diversity and representativeness of the data. After the interviews were recorded and transcribed, key information was later extracted through coding and thematic analysis. The following transformative educational strategies were proposed through the analysis of the study:

3.1 Strengthening home-school collaboration

By strengthening communication and cooperation between families and schools, educational synergy can be formed to jointly shape students' good character. As the first classroom where students grow up, the family's values and behaviors have a profound impact on students. Through close cooperation with families, schools can keep abreast of students' family backgrounds, growing environments and psychological states, so as to carry out character education in a more targeted manner. Such cooperation helps to cultivate students' sense of responsibility, respect for others, understanding and tolerance, and other character traits.

3.2 Schools emphasize education and guidance

As the main venue for character education, schools can help students establish a correct worldview, outlook on life and values by emphasizing education and guidance. Schools can provide students with positive value guidance and moral education through the curriculum, campus cultural activities, theme class meetings and other forms, cultivate students' patriotic sentiment, social responsibility and professional ethics, and improve students' comprehensive quality.

3.3 Teachers teach by example

Teachers' words and behavior have a modeling and exemplary role for students. Teachers set an example and teach by example, which can subtly influence the formation of students' character. Through teachers' good moral character, professionalism and dedication, students can learn such character traits as diligence, honesty, fairness, respect and so on, and then form a positive character style.

3.4 Diversified Educational Methods

Adopting diversified educational methods, such as case teaching, role-playing, group discussion, etc., can stimulate students' learning interest and initiative and improve the effectiveness of character education. This method enables students to experience, perceive and internalize the value of character in practice, cultivate students' critical thinking, communication skills and teamwork spirit, and enhance their comprehensive quality and character level.

3.5 Strengthening community service and social practice activities

By participating in community service and social practice activities, students can gain a deeper understanding of social reality and enhance their sense of social responsibility and civic awareness. These activities help cultivate students' spirit of dedication, sense of service and teamwork ability, and allow students to exercise their character and improve themselves in practice.

3.6 Enhancing information technology and digitization

The use of information technology and digitalization can innovate the form and content of character education and improve the fun and interactivity of education. Through online courses, virtual reality, social media and other platforms, students can have access to a wider and deeper range of character education resources, enhancing the attractiveness and contagiousness of education and thus shaping students' character more effectively.

3.7 Strengthening Labor Education

Labor education is an important part of students' character education. By participating in labor practice, students can experience the

hardship and value of labor, and cultivate character traits such as diligence, thrift and self-discipline. At the same time, labor education can also enhance students' hands-on ability and practical skills, laying a solid foundation for future career development.

3.8 Improving Campus Culture and Emphasizing Cultural Nurturing

Campus culture is an important carrier of character education. By improving the campus cultural atmosphere and creating a positive educational environment, it can subconsciously influence the formation of students' character. Schools can cultivate students' aesthetic interests, cultural literacy and humanistic feelings and enhance their character cultivation by organizing cultural activities, building cultural facilities and promoting excellent traditional culture.

3.9 Establishing a character education mentor system to realize precise guidance and services

The establishment of a character education mentor system can provide personalized guidance and assistance to each student. By understanding the student's interests, personality traits, growth needs and other aspects, the mentor can formulate a targeted character education program to provide students with precise guidance and services. Such a system helps to cultivate students' self-confidence, self-discipline and sense of social responsibility, and promotes their all-round development.

3.10 Establishing a scientific evaluation system to form a feedback mechanism

Establishing a scientific evaluation system and feedback mechanism can objectively assess the effect of character education and timely discover the existing problems and deficiencies. Through regular evaluation, questionnaires and symposiums, schools can collect the opinions and suggestions of students and teachers, and make continuous improvement and optimization of character education. This mechanism helps to ensure the relevance and effectiveness of character education and enhance students' character level and social adaptability.

4. Conclusion

In the context of the new era, China's vocational education field has paid significantly more attention to character and value education, and is committed to strengthening students' moral education while reinforcing vocational skills training. This study analyzes the current situation of character education for students in higher vocational colleges and universities, identifies a series of existing problems and deficiencies, and proposes targeted and transformative strategies and recommendations based on these problems.

The results of the study show that parental attention, family upbringing, family ethical values, teachers' character quality, school management ability, educational methods and campus culture have a profound impact on the formation and development of students' character. Based on a comprehensive examination of these factors, two core conclusions were drawn:

First, transformative educational strategies have a significant impact on the formation of students' character in all aspects. These strategies not only help to enhance students' moral cognition and emotional identity, but also promote the practice of moral norms in real life, thus forming good character traits. Through the implementation of transformative education strategies, we can more effectively guide students to establish correct values and cultivate their good behavior and moral character.
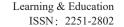
Secondly, different types of transformative education strategies play an important role in promoting students' character development. For example, by strengthening cooperation between families and schools, we can work together to create a positive educational atmosphere and provide strong support for students' character growth. At the same time, by optimizing school education methods and campus culture, we can further stimulate students' moral potential and promote their all-round development.

In the future, we will continue to deepen the research in this field and contribute more to the sustainable development of character and values education in the field of vocational education in China.

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