

On the Mode of "Establishing Knowledge and Strengthening Practice" in the Cultivation of Tea Art Talents in Higher Vocational Colleges under the Background of Rural Revitalization

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Abstract: Deepening the integration of industry and education is not only an effective form for higher vocational colleges to implement the combination of work and study, but also an effective way to solve the disconnection between enterprise talent demand and university talent supply. Facing the background of enrollment expansion, the Institute of industry is facing problems such as focusing on shaping the education system, especially focusing on full-time education courses, the absence of comprehensive quality evaluation, emphasizing skills over quality, and emphasizing craftsmanship over ingenuity. According to the principle of "no reduction in standards, diversified models and flexible educational system", it is very necessary to explore an innovative educational model of industrial colleges and improve the pertinence, adaptability and effectiveness of talent training. Taking the off campus teaching points of higher vocational colleges as an example, this project fully analyzes the current situation of the development of tea industry in Guangdong, and explores the research on the mode of "establishing knowledge and strengthening practice" of the cultivation of tea art talents in Higher Vocational Colleges under the background of rural revitalization, so as to meet the new requirements of the students of Higher Vocational Colleges for the improvement of their own skills and the complexity of industrial development needs for the reform of moral education and teaching, and meet the requirements of further value guidance of talent cultivation in the new era, Explore and cultivate industrial talents with both virtue and art who refine craftsman skills and strengthen craftsmanship, form an all-round education mode of the whole process with high quality and skills both inside and outside the school, and comprehensively improve the comprehensive and sustainable development of industrial talents.

1. Introduction

China's current industrial structure and economic development stage determine that a large number of technical and skilled talents are needed. At this stage, higher vocational education urgently needs

to be greatly improved in the face of new economic development needs. The state has successively issued several opinions of the general office of the State Council on deepening the integration of industry and education, the implementation plan of national vocational education reform, and the implementation plan of special work for higher vocational enrollment expansion issued by six departments including the Ministry of education, pointing out the direction of the development of Vocational education in the future. Based on the integration of industry and education, it is particularly important to do a good job in the management of higher vocational education, the evaluation of students' comprehensive quality and the improvement of talent training quality after enrollment expansion.

With the vertical and horizontal development of Rural Revitalization and the needs of the development of China's Higher Vocational Education in recent years, targeted research on the cultivation mode of tea industry talents under the background of Rural Revitalization and development has been carried out, such as systematic research on establishing morality and cultivating people, refining tea knowledge, tea culture and education, solidification of tea professional spirit, etc. Some experimental explorations have also been carried out from the practical work of moral education in higher vocational education, and some theoretical achievements and practical work experience of moral education have been obtained ^[1-4]. For example, Jimei University, Yichun vocational and technical college and other colleges investigate the ideological and moral quality of higher vocational students from the actual needs of moral education, understand the current ideological and moral status and existing problems of higher vocational students, and put forward countermeasures and suggestions to solve the ideological and moral problems of Higher Vocational Students. Starting from the needs of cultivating talents in the front line of production, management and service, Shenzhen Vocational and technical college has targeted the teaching contents of moral education and carried out professional ethics education. It has achieved the professionalization of moral education contents, the diversification of moral education methods, the diversification of moral education means and the base of moral education practice, thus achieving obvious moral education effectiveness ^[5]. Ming Xiaohui of Changchun vocational and technical college, combined with the subject "Research on the construction of moral education goal system for students in Higher Vocational Colleges", actively discusses the moral education goal and content of higher vocational students in different grades from the psychological and physiological characteristics of higher vocational students, and puts forward a comprehensive evaluation system of moral education goal and content, that is, the moral education goals of the three grades of higher vocational colleges are determined as adaptation, talent and adult respectively, According to this, the corresponding moral education content is arranged to form an effective moral education target content system. Starting from the particularity of talent training in higher vocational education, Jiyuan vocational and technical college combines the actual needs of student work , The exploration and practice of the "three modernizations" model of moral education with the content of "socialization of educational content and carrier, humanization of educational concept and behavior, and integration of educational process and management" have been carried out, and remarkable results have been achieved.

In 2019, in order to accelerate the development of modern vocational education, the state reformed and improved the admission methods of Higher Vocational examination, encouraged more high school graduates, veterans, laid-off workers and migrant workers to apply for the examination by applying for the examination, and expanded the enrollment of 2 million people on a large scale. With the continuous downward enrollment expansion of higher vocational colleges, the complexity of student source structure is very prominent, the basic quality of students is uneven, and the overall quality is weak ^[6]. Higher vocational students are influenced by their own knowledge level, wisdom, growth experience, emotion and family education. A large proportion of students have the characteristics of wavering ideals and beliefs, unclear life goals, short-sighted, paranoid behavior,

personality and emotion (such as learning uselessness, eager to work to make money, addicted to games, luxury and pleasure, utilitarian selfishness, etc.). Therefore, after the enrollment expansion of higher vocational colleges, it is particularly important for higher vocational colleges to combine their own vocational education characteristics, professional expertise and talent training.

Under the background of Higher Vocational enrollment expansion, most of the previous studies are based on the education mode of undergraduate and graduate enrollment expansion. The moral education training mode of industrial colleges is mostly aimed at students in the school. In the past five years, various forms of industrial colleges have tried in the country. In general, industrial transformation and upgrading has brought about the transformation and upgrading of the required talent structure and the transformation and upgrading of skill cultivation, which has led to the transformation and upgrading of the talent training structure of colleges and universities. The industry and academia are constantly promoting relevant research, improving the quality of talent training, and then feeding the transformation and upgrading of professional structure [7]. The urgent problem is how to expand the teaching level of the college.

2. Construction of talent training mode

2.1 Integration scheme of the first classroom

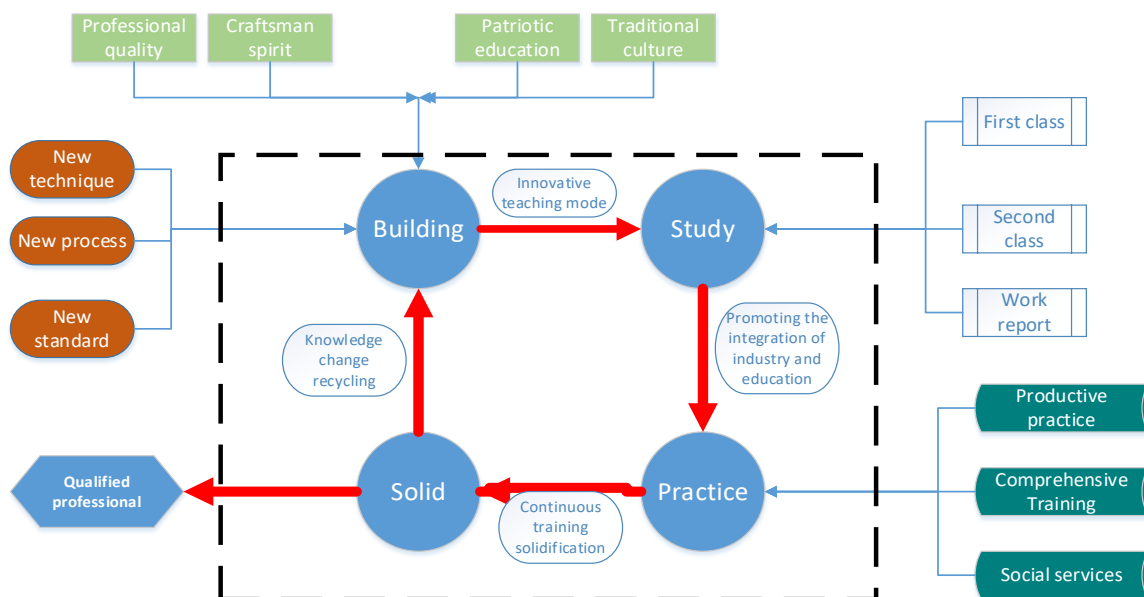


Figure 1: Cultivation mode of moral education talents of tea art specialty based on knowledge and Practice

Carry out pilot research relying on the moral education model of off campus teaching points and industrial colleges. According to the goal of moral education in vocational schools in the new era and the law of the formation of students' ideology and morality, in order to comprehensively deepen the reform of vocational education, cooperate with the relevant requirements of large-scale enrollment expansion in higher vocational education, actively adapt to the needs of diversified sources of students and diversified training modes of moral education talents, build an "establishment knowledge practice consolidation" education mode based on the process of talent and technical ability training, and cultivate new "Four Haves" in the new era, starting from the reality of vocational education, Make the moral education work of vocational education implemented, take new skills as the starting point, establish morality and cultivate people as the foundation, combine knowledge with practice, realize

the whole process of moral education through knowledge and skill links, solidify into professional habits, cultivate compound and innovative high-tech skilled talents with "profound skills, profound culture, trade and fine management" in the industry, build a perfect "establishment knowledge practice solid" education mode, and transform and upgrade the service industry. The cultivation mode of moral education talents in tea major (as shown in Figure 1).

"Building" means "Building Morality and cultivating people". Building Morality and cultivating people is the fundamental task of education. The key to the implementation of moral education lies in how to promote students to "put the contents and requirements of moral education into the heart and brain" and improve their cognition and practice them actively. In the design of teaching content, through the investigation of industry enterprises, based on the analysis of new technologies, new processes and new standards in the post work process, integrate the moral education content of "vocational education, craftsman spirit, patriotic education and traditional culture", and construct an all-round moral education teaching content system. Help students establish perfect personality and correct three views.

"Study" refers to the skill knowledge integration teaching of "skill + moral education", including innovating the teaching mode and implementing the multi-dimensional reform of teaching materials and courses. Relying on the three-dimensional teaching modes such as the first classroom, the second topic and the job report of vocational skills, the moral education of students is grafted into the quality education system of students through the credit system through mutual recognition of credits. In the cultivation of technical and skilled talents of tea art specialty, we should integrate technology into teaching methods, skills into wisdom, and moral education in the process, so as to form a new moral education teaching system and realize the organic integration of "knowledge" process.

"Practice" means strengthening skills and moral education in repeated production practice, comprehensive skill training and multi-level social services. Carry out practical design of moral education, that is, each course of tea art specialty is designed as an educational project of moral education system. Through brand activities and social practice such as "a science and trade tea talk", "making a cup of tea", "serving a cup of tea", "tasting a cup of tea", "doing a warm thing", "listening to a famous teacher class", "national tea drinking day", strengthen skills and moral education process, and carry out teaching practice through the integration of industry and education.

"Solid" means "solid foundation and strong foundation", that is, continuous training and solidification after multiple training and education. Moral education will run through the whole process of skill education, and the new business forms and new development of the industry will be continuously integrated into the system. The cycle of skill moral education will continue to strengthen and enter a new cycle until it becomes a fixed skill and professional habit, and students can become a qualified professional after graduation.

2.2 Framework design of multi classroom collaborative education

Combined with the existing "credit system" model of the school, we should establish an evaluation system and mechanism of moral education students based on the process of talent skill training. Integrate the "one, two and three classes" and build a talent training system of "moral, intellectual, physical, aesthetic and labor" for the college.

The overall framework is as follows:

(1) "One system". Follow the law of education, adhere to the problem-oriented, coordinate and integrate education resources, and build a set of education system.

(2) "Two mechanisms". First, establish an executive assessment mechanism, the first classroom led by the academic affairs office, college and Industrial College; The second classroom is divided into vocational skill activities and non vocational skill activities (comprehensive quality and ability).

The Second Classroom Instruction Committee and the school Youth League Committee are responsible for non vocational skill activities, and the secondary college and industrial college are responsible for vocational skill activities; The third class is online course. The executive department is responsible for the formulation of assessment indicators, the approval of activities, the identification of assessment and evaluation, and the operation of the whole system. Second, establish a feedback mechanism inside and outside the school to timely feed back the problems and difficulties existing in the specific implementation process to the implementation mechanism.

(3) "Three classes". First, optimize the "first classroom" teaching mode, take the talent training scheme as the breakthrough point, and implement education and teaching according to the characteristics of Higher Vocational enrollment expansion; Second, enrich the "second classroom" activity forms, show the diversification of students' comprehensive quality and ability in practice, quantify the cultivation effect of students' quality and ability, and form a process and comprehensive evaluation of students' growth; Third, expand the implementation path of the "third classroom", innovate the teaching organization mode, complete the humanistic quality curriculum education through online courses, such as ideological and political, psychological, national defense education, labor education, etc., and give play to the support and synergy of the third classroom to the first and second classrooms.

(4) "Five dimensions". Deeply integrate the "one, two and three classrooms", "the first classroom" intellectual education runs through the whole process, "the third curriculum" moral education first, "the second classroom" five education simultaneously, and finally form a student professional core quality system based on the coordination of "moral, intellectual, physical, aesthetic and labor" five education.

(5) Decathlon. Integrate the five-dimensional module of "morality, intelligence, physique, beauty and labor", create a decathlon (good and high-quality) student evaluation system and incentive mechanism, and assess students to complete ten projects of "one baptism", "one dedication", "one skill", "one good book", "one activity", "one experience", "one cavity of feelings", "one inheritance", "one round of edification" and "one hard work".

3. Project evaluation

3.1 Project evaluation structure

The points obtained from the moral education module, intellectual education module, sports module, aesthetic education module and labor education module of the "second classroom report card" can be accumulated, and the corresponding points must be obtained after accumulation. Among them, the necessary points (marked with *) are compulsory points, and the points of each module are converted into 2 credits. Only the highest points are calculated for the same award, which meets the graduation conditions. The points of the five modules cannot be replaced each other, and each module can exchange the credits of the corresponding module according to the points. The basic score of the second class is 40 points. There is no upper limit for the actual score. The accumulated score reaches more than 180 (inclusive), and the second class score is recorded as "excellent"; If the accumulated score reaches more than 160 (inclusive) and less than 180, the second classroom score is recorded as "good"; If the accumulated score reaches more than 140 (inclusive) and less than 160, the second classroom score is recorded as "qualified"; If the accumulated score is less than 140, the second class score is recorded as "unqualified". Students with conditions are encouraged to earn more second class transcript points. From the date of implementation, the students in the school will calculate the second class points, among which the credit conversion system of aesthetic education module and labor education module will be implemented in 2019, and the credit conversion system of five modules will be fully implemented in 2020.

Table 1: Modules and credits

Conversion type	Integral conversion conditions	Countable credits	Remarks
Moral education	$\cong 20$	2	Necessary conditions for graduation
labor education	$\cong 20$	2	
Aesthetic education	$\cong 20$	2	
Physical education	$\cong 20$	2	
IQ Education	$\cong 20$	2	

The second classroom is the expansion and supplement of the first classroom and an important way to improve students' comprehensive quality. The second classroom performance is an important basis for students to evaluate the excellent, award and help, promote the excellent to join the party, compete and recommend employment.

The course project of "second classroom report card" mainly covers five modules: moral education module, intellectual education module, sports module, aesthetic education module and labor education module, including the linkage of students' main life and learning activities in school and the performance of work activities in enterprises, which are calculated qualitatively and quantitatively and transferred to yellow credits.

3.2 Project score configuration

The second classroom adopts the combination of integral system and credit system. In principle, students' second classroom points are recognized once every semester, and points are converted into credits once every academic year. The recognition time is specifically arranged by the working group of each secondary college according to the work needs.

The second class points are divided into 40 points. The points are divided into five modules. Each module has necessity points, and the necessity points are compulsory points. The points of the five modules cannot be replaced each other. Each module exchanges the points of the corresponding module according to the points. Including 2 credits for moral education module, 2 credits for intellectual education module, 2 credits for physical education module, 2 credits for aesthetic education module and 2 credits for labor education module. 20 points accumulated in each module can be converted into 2 credits of the corresponding module to meet the graduation conditions. There is no upper limit on the actual points, and students with conditions are encouraged to take more second class points.

For the conversion of second classroom points, please refer to the implementation rules for the calculation of "second classroom transcript" points of Guangdong Vocational College of science and trade.

Students who apply for "second classroom report card" points by fraud will cancel the "second classroom report card" points of the project and deduct the corresponding moral education points.

The second class integral recognition and integral conversion credits must be completed before the sixth week of the second semester of the graduation year before they can obtain the graduation qualification. The working group of each secondary college shall pay close attention to the implementation of integral recognition and integral conversion.

3.3 Audit identification

The review and identification of multi class points shall be carried out according to the following procedures:

(1) Declare students. Students log in to AIC smart campus, fill in the bonus items of corresponding modules and upload the originals of relevant supporting materials.

(2) Approved by the college. The working group of the college shall review and identify the extra points and supporting materials of the second class submitted by individuals, and fill in the minus items of students according to the punishment documents. If errors and omissions are found, they shall have the right to correct or supplement them in accordance with relevant regulations.

4. Conclusion

Through the process of innovative quality guidance and skill training, students gradually become a qualified social person. Through curriculum reform, fully combine the needs of enterprises and industries, mobilize students' learning enthusiasm, and let students learn independently, analyze and solve problems in the process of food major learning. The reform of "doing" integrates the "teaching" of teachers with the "learning" of students, promotes the integration of theory and practice, and enables students to do in teaching and learning and serve and promote learning, so as to improve the comprehensive professional quality of professional students and improve the employment competitiveness of students.

Since the implementation of the project, 13 graduates have been trained and awarded the title of "technical expert of Guangdong Province" and 7 graduates have been awarded the title of "technical expert of Qingyuan City"; Chen zhuoran, the trained student, was appointed as the president of the national professional Guangdong Association of senior tea appraisers and the vice president of Raoping County Tea Industry Association. The national improved Lingtou single cluster industry promotion technology integration, demonstration and promotion won many awards such as the first prize of Guangdong agricultural technology promotion in 2021. At the same time, he was rated as a high-level talent of Chaozhou City and a local expert of Guangdong Province. In 2022, he was rated as the deputy high title of senior engineer of traditional food technology; According to the employment system, the professional initial employment rate has reached more than 98% in recent years, and 18 tea enterprises have been newly established in recent three years, which has been fully affirmed by the society.

At the same time, social services have made outstanding contributions. More than 30 times of tea industry appraisal have been carried out by relying on tea teachers and technicians, and more than 30 times of tea industry appraisal have been provided for enterprises. More than 5000 people participated in the training, organized students to carry out tea art services for more than 100 times, and served more than 5000 people.

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