

Research on the Inheritance and Innovation of Craftsman Spirit in the Training of Skilled Talents in Higher Vocational Colleges in the Post-epidemic Era

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Abstract: *In the post-pandemic era, vocational colleges face new challenges and opportunities in the training of skilled talents. This article provides an in-depth analysis of the training of skilled talents and the inheritance and innovation of craftsmanship in educational practice. By interpreting the current educational background, the article explains the new trend of development in vocational colleges and the impact of the pandemic on the training methods and content of skilled talents. Furthermore, it reveals the importance and essential requirements of craftsmanship in the training of skilled talents, and proposes the necessity of integrating craftsmanship into the process of training skilled talents. This article mainly discusses the ways of inheriting and innovating craftsmanship to meet the demands of the new era, aiming to provide theoretical support and practical guidance for vocational colleges in cultivating skilled talents that can adapt to social development. The research results show that combining the strategies of inheriting craftsmanship in teaching reform and curriculum development not only helps enhance students' professional skills and innovation abilities but also strengthens their sense of professional identity and responsibility.*

Keywords: Skilled professionals, Craftsmanship, Inheritance and innovation, Higher vocational education, Impact of the pandemic, Teaching reform.

1. Introduction

In the current post-pandemic era, the cultivation of skilled talents in higher vocational colleges faces new challenges and opportunities. Due to the lasting impact of the global pandemic, significant changes have occurred in the educational environment, teaching methods, and students' psychological states. The craftsmanship spirit, as a traditional professional spirit that emphasizes excellence, dedication, and continuous innovation, holds great significance for the cultivation of skilled talents. It not only enhances students' professional skills but also cultivates their professional ethics and moral qualities, making them more competitive in their future careers.

However, with the rapid socio-economic development and continuous technological advancements, the issue of inheriting and innovating the craftsmanship spirit has become increasingly prominent. On the one hand, traditional teaching methods may not fully adapt to the demands of the new era, making it difficult to effectively transmit the craftsmanship spirit; on the other hand, the rapid development of technology also presents new possibilities and opportunities for innovating the craftsmanship spirit. Therefore, it is of great theoretical and practical significance to explore how to inherit and innovate the craftsmanship spirit in higher vocational colleges to cultivate skilled talents who are more adaptable to the needs of the times.

To this end, this paper intends to conduct research on the inheritance and innovation of the craftsmanship spirit in the cultivation of skilled talents in higher vocational colleges in the post-pandemic era. By deeply analyzing the current situation and problems of skilled talent cultivation in higher vocational colleges, combined with the core connotation and requirements of the times of the craftsmanship spirit, this

paper aims to explore innovative paths for the cultivation mode of skilled talents in higher vocational colleges under the conditions of the new era. The research in this paper not only helps to enrich and improve the theoretical system of the craftsmanship spirit but also provides theoretical support and practical references for improving the quality of skilled talent cultivation, thereby promoting the reform and development of education and teaching in higher vocational colleges.

2. Educational Background in the Post-Pandemic Era

2.1 Current Development Status of Higher Vocational Colleges

Higher vocational colleges face new development opportunities and challenges in the post-pandemic era. On the one hand, with the country's emphasis on talent cultivation and the increasing demand for skilled talents, the development space for higher vocational colleges has been further expanded. On the other hand, higher vocational colleges still face issues such as insufficient teachers and lack of teaching resources, requiring further enhancement and improvement. In this new educational background, higher vocational colleges need to deeply reflect on their current situation and actively explore development paths.

The current development status of higher vocational colleges presents various characteristics. Firstly, the subject settings and majors in higher vocational colleges have become increasingly diversified and specialized, meeting the needs of society for different skilled talents. Secondly, forms of cooperative education and school-enterprise cooperation in higher vocational colleges have been further developed, providing students with more opportunities for practice and internships. At the same time, higher vocational colleges are

also continuously innovating in teaching methods and means, focusing on cultivating students' practical operation abilities and innovative capabilities.

There are also some problems and challenges in the current development status of higher vocational colleges. For example, some higher vocational colleges still have deficiencies in professional settings and teacher team construction, unable to fully meet the needs of talent cultivation. Additionally, the depth and breadth of cooperation between schools and enterprises need to be further improved to better promote the cultivation of students' practical abilities.

In summary, the current development status of higher vocational colleges in the post-pandemic era presents diversity and complexity, and faces a series of new opportunities and challenges. Higher vocational colleges need to actively respond, continuously improve and innovate educational and teaching models to cultivate more excellent skilled talents.

2.2 Impact of the Pandemic on the Cultivation of Skilled Talents

The pandemic has had a profound impact on the cultivation of skilled talents. Firstly, during the pandemic, schools were closed, and offline practical training was restricted, leading to students' practical operation abilities not being effectively exercised. Secondly, the pandemic accelerated the transformation of traditional industries towards intelligence and automation, posing higher challenges to original skill requirements and necessitating the cultivation of skilled talents with more intelligent and innovative capabilities. Additionally, during the pandemic, enterprises suffered economic impacts, resulting in reduced recruitment demands and a severe employment situation for students, thereby placing higher demands on the cultivation of students' employment abilities. Therefore, the pandemic has brought new challenges and changes to both the cultivation mode and content of skilled talents.

3. Craftsmanship Spirit and Cultivation of Skilled Personnel

3.1 Analysis of the Connotation of Craftsmanship Spirit

Craftsmanship spirit embodies a work attitude and spiritual quality that strives for excellence and continuous improvement, manifesting in a high sense of responsibility for work quality and deep concentration on vocational skills. The connotation of craftsmanship spirit encompasses craftsmen's professional skills, unyielding willpower, and persistent innovative consciousness. In the cultivation of skilled personnel in higher vocational colleges, inheriting the craftsmanship spirit means focusing on the cultivation of students' professional skills and continuously reinforcing their passion for technology and attitude of pursuing excellence.

The connotation of craftsmanship spirit also includes unyielding willpower, where craftsmen persevere and overcome problems with perseverance and determination in the face of difficulties and challenges, never giving up easily.

This quality is particularly important in the cultivation of skilled personnel, as students need to possess the perseverance and determination to solve problems to truly become outstanding skilled personnel.

Furthermore, the connotation of craftsmanship spirit encompasses persistent innovative consciousness. Craftsmen continuously explore and innovate in their work, pursuing improvements and upgrades in techniques and craftsmanship. In higher vocational education, attention should also be paid to cultivating students' innovative consciousness, encouraging them to continuously explore and innovate during skill cultivation, exerting their imagination and creativity to inject new vitality into technological development.

Therefore, in analyzing the connotation of craftsmanship spirit in the cultivation of skilled personnel in higher vocational colleges, attention should not only be paid to the cultivation of professional skills but also to cultivating students' unyielding willpower and persistent innovative consciousness, prompting students to become skilled personnel with a high sense of responsibility and innovative consciousness in the future.

3.2 Requirements for Cultivating Skilled Personnel

The requirements for cultivating skilled talents constitute a comprehensive system aimed at enhancing students' professional literacy and overall abilities. Firstly, providing students with systematic professional knowledge training is fundamental, which includes in-depth explanations of professional knowledge to build a solid theoretical foundation. At the same time, we emphasize the integration of theory and practice, through practical teaching, case analysis, and other methods, allowing students to apply their learned knowledge in practical situations, truly achieving the goal of learning for application.

During the cultivation process, we particularly focus on nurturing students' innovative abilities. By offering innovative courses, holding innovation competitions, and guiding students to participate in research projects, we stimulate students' innovative thinking and improve their ability to solve practical problems. This not only helps students form the habit of independent thinking but also lays a solid foundation for their future career development.

For the teacher team, we emphasize that teachers need to possess rich practical experience and teaching skills. Teachers should not only be proficient in professional knowledge but also able to understand industry trends, grasp the latest technologies and developments. At the same time, teachers need to provide targeted guidance and cultivation based on students' specific situations, helping students overcome difficulties and problems encountered in the learning process.

Furthermore, we actively introduce industry-related qualification certification exams, such as vocational qualification certificates and skill level certificates, to promote students' comprehensive ability enhancement. These certification exams can not only test students' professional level but also provide strong support for their future employment and career development.

In the cultivation process, we also need to fully consider students' needs for career development. By cooperating with enterprises and carrying out school-enterprise cooperation projects, we understand the demands and changes in talent needs within the industry, and adjust curriculum settings and teaching reforms accordingly. This will not only ensure that students can smoothly find employment or start their own businesses after graduation but also enable them to better adapt to social development and changes.

4. Inheritance and Innovation Practice Strategies

4.1 Pathways for Inheriting the Craftsmanship Spirit

The channels for inheriting the craftsmanship spirit are diverse, collectively forming an important system for nurturing future craftsmen.

Firstly, the curriculum and teaching arrangements at schools serve as the cornerstone for inheriting the craftsmanship spirit. Higher vocational colleges should actively design and offer specialized courses dedicated to inheriting the craftsmanship spirit. These courses not only cover the learning of traditional crafts but also integrate the essence of the craftsmanship spirit. Through systematic theoretical teaching, students can deeply understand the connotation and value of the craftsmanship spirit, thereby planting the seed of pursuit for exquisite craftsmanship and exceptional quality in their hearts.

Secondly, practical teaching is an indispensable aspect of inheriting the craftsmanship spirit. Schools should organize students to participate in various craftsmanship inheritance activities, such as field visits to enterprises and workshops. Through hands-on practice, students can intuitively feel the superb craftsmanship and dedication of craftsmen, further deepening their understanding and identification with the craftsmanship spirit.

Moreover, the introduction of external resources is also an important channel for inheriting the craftsmanship spirit. Schools can invite industry experts and master craftsmen to campus for lectures or workshops, sharing their professional experiences, craftsmanship insights, and how the craftsmanship spirit manifests in them. These real-life cases and stories can greatly stimulate students' interest and enthusiasm, guiding them to learn from craftsmen and inherit and promote the craftsmanship spirit.

Lastly, schools can organize skill competitions, craftsmanship displays, and other activities to provide a platform for students to showcase their talents and craftsmanship. These activities not only stimulate students' sense of competition and innovation but also allow them to feel the charm of the craftsmanship spirit in competitions, thereby more firmly pursuing and inheriting the craftsmanship spirit. Through these activities, schools can further deepen students' understanding and identification with the craftsmanship spirit, cultivate their innovative consciousness and practical abilities, laying a solid foundation for their future path as craftsmen.

4.2 Exploration of Innovative Training Modes

In the cultivation of skilled personnel in higher vocational colleges, innovative training modes are of great importance. We can establish practice bases with industry characteristics, introduce corporate technical experts and master craftsmen studios, carry out school-enterprise cooperation projects, organize students to participate in the design and implementation of practical project solutions, and cultivate students' practical operation abilities and innovative consciousness.

Simultaneously, interdisciplinary curriculum systems can be established, combining technology with arts, humanities, management, and other disciplines to guide students in comprehensive practical activities. Through the design of interdisciplinary courses, students' innovative abilities and comprehensive application capabilities can be cultivated, laying a solid foundation for their future craftsmanship spirit cultivation.

Furthermore, campus maker spaces centered on students can be established and promoted, encouraging students to utilize campus resources for innovative practical activities. Schools can provide students with entrepreneurial incubation platforms to support their entrepreneurial projects, promote the cultivation of students' independent innovation abilities, and enable students to gradually form the craftsmanship spirit through practice.

Additionally, the exploration of constructing a "dual-teacher" teaching staff can be carried out, which involves introducing external corporate technical experts and master craftsmen as practical teaching instructors within the school. They will impart skills and experiences from practical work in teaching, providing students with more practical teaching guidance and promoting the inheritance and innovation of the craftsmanship spirit in the cultivation of skilled personnel in schools.

5. Conclusion

In the post-pandemic era, amidst the global economic restructuring and accelerated industrial upgrading, higher vocational colleges have placed unprecedented emphasis on the inheritance and innovation of the craftsmanship spirit in the cultivation of skilled talents. The craftsmanship spirit not only represents the relentless pursuit of exquisite craftsmanship but also embodies the core of innovative thinking and continuous improvement. By inheriting the craftsmanship spirit, colleges can significantly enhance students' practical operation skills and innovation abilities, enabling them to not only possess solid professional skills but also flexibly respond to complex and ever-changing work environments, thus better adapting to the needs of social development.

Meanwhile, integrating the craftsmanship spirit into the education system is of great significance for cultivating students' professional qualities and industry competitiveness. Students with the craftsmanship spirit often exhibit higher levels of responsibility, patience, and concentration, capable of demonstrating outstanding professional performance at work and standing out in the fiercely competitive job market, achieving a dual enhancement of personal and social value.

Therefore, higher vocational colleges should closely align with the actual needs of current social development, scientifically formulate and improve the training model and teaching system for inheriting the craftsmanship spirit. This includes optimizing curriculum settings, strengthening practical teaching, and introducing more cases and projects closely related to real work scenarios, allowing students to learn and grow in authentic work environments.

Furthermore, higher vocational colleges should actively seek deep cooperation with enterprises, establishing school-enterprise cooperation platforms to jointly promote the inheritance and innovation of the craftsmanship spirit. Through the joint development of courses, internship training, skill competitions, and other forms with enterprises, colleges can not only provide students with more comprehensive and practical technical training but also allow students to deeply experience the essence and charm of the craftsmanship spirit in practice, thus more firmly embarking on the path of craftsmanship.

Lastly, to ensure the effective implementation and development of the craftsmanship spirit in the cultivation of skilled talents, higher vocational colleges need to strengthen the construction of an evaluation system for cultivating students' craftsmanship spirit. This includes establishing a scientific and reasonable assessment mechanism to comprehensively evaluate students' craftsmanship spirit performance from multiple dimensions. At the same time, by regularly hosting lectures, exchange meetings, and other activities themed on the craftsmanship spirit, colleges can guide students to establish correct values and professional outlooks, laying a solid foundation for their future development.

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