

Strategy and Management of Aesthetic Education in Vocational Ability Cultivation—Explore the Practice and Achievements of "Family Culture" of Chinese Business Characteristic Education

Jing Tang¹, Xianqiang Chen², Xi Luo³

¹Sichuan Institute of Industrial Technology, Deyang, Sichuan, China

²Sichuan Institute of Industrial Technology, Deyang, Sichuan, China

³Chengdu Huashang Polytechnic Vocational School, Chengdu, Sichuan, China

Abstract: *Under the background of the rapid development of today's society, vocational ability cultivation has become an important issue that cannot be ignored in education. Aesthetic education, as a key link in the national comprehensive quality education system, is becoming increasingly important. It is not only related to the improvement of individual aesthetic quality, but also the key factor to promote the comprehensive development of students and enhance their professional competitiveness. Through the in-depth study of the practice of "family culture" of Chinese business characteristic education in the cultivation of professional ability, this paper not only verifies the significant role of aesthetic education on the improvement of students' comprehensive quality, but also reveals its unique strategy and management path. According to the data, students who participated in the practice of "family culture" of Chinese businessmen showed higher teamwork willingness and leadership potential in the career orientation test. Their average teamwork ability score was 15% higher than that of the control group, and their leadership self-evaluation score also increased by about 10 percentage points. In terms of management strategy, Through the construction of a multi-level aesthetic education curriculum system, Huashang College organically integrates art appreciation, creative thinking, professional ethics and other contents into daily teaching, forming an interdisciplinary and comprehensive training mode. Using Internet technology to build an online aesthetic education platform, provide rich artistic resources and learning communication space, and further broaden the learning boundary of students. This mixed online and offline teaching mode not only improves students' interest and participation in learning, but also effectively promotes the internalization and application of knowledge. In short, integrating aesthetic education into the vocational education system can not only enhance students' aesthetic perception and creativity, but also show a positive impact on key professional abilities such as teamwork, leadership and social responsibility.*

Keywords: Aesthetic education, Vocational ability cultivation, Family culture, Chinese Business Characteristic Education.

1. Introduction

Under the background of the rapid development of today's society, vocational ability cultivation has become an important issue that cannot be ignored in education. Aesthetic education, as a key link of the national comprehensive quality education system, is increasingly important. It is not only related to the improvement of individual aesthetic quality, but also the key factor to promote the comprehensive development of students and enhance their professional competitiveness. By cultivating students' artistic perception, creativity and critical thinking, aesthetic education has laid a solid foundation for the diversified development of students' career [1]. According to the Ministry of Education issued the "Opinions on comprehensively strengthening and improving the school aesthetic education work", clearly points out the unique role of aesthetic education in promoting the overall development of students' moral, intellectual, physical, aesthetic and labor, emphasizing the integration of aesthetic education into the whole process of school talent training [2].

In this context, the practice of "family culture" in the characteristic education system of Chinese businessmen provides a new perspective for the integration of aesthetic education and vocational ability cultivation. Adhering to the educational concept of "people-oriented, family culture as the soul", Chinese business education integrates the warmth and care of family into every detail of campus life, and builds a

warm, harmonious and innovative learning environment [3]. This unique cultural atmosphere not only helps to enhance students' sense of belonging and responsibility, but also cultivates students' team spirit, social responsibility and good communication skills in a subtle way, which are the indispensable professional quality [4] in the modern workplace.

To be specific, the "family culture" of Chinese businessmen holds colorful cultural activities, artistic creation workshops and social practice projects to let students feel the power of traditional family style beauty in the participation, and stimulate the potential of gratitude [5]. By simulating the workplace environment, organizing career planning lectures and alumni sharing meetings, the results of aesthetic education are transformed into practical professional abilities, such as innovative thinking, problem solving ability, cross-cultural communication ability, etc., which are crucial to students' success in the future workplace [6].

The development of Internet technology also provides new opportunities for the promotion and practice of the "family culture" of Chinese businessmen. By building an online learning community and using big data to analyze students' interests and needs, schools can push aesthetic education resources more accurately and realize personalized teaching [7]. The interactivity of the network platform also promotes the in-depth communication between teachers and students,

further strengthens the sense of belonging of "home", and provides strong support for the comprehensive development of students [8].

Aesthetic education plays an irreplaceable role in the cultivation of professional ability, and the practice of "family culture" of Chinese business characteristic education provides a vivid case for the implementation of this concept. It not only enriches the spiritual world of students, but also virtually improves the comprehensive quality and professional competitiveness of students, and contributes an important strength to the cultivation of high-quality talents to meet the needs of the future society [8].

2. Research Literature Review

Aesthetic education, as an important part of the education system, has received wide attention around the world in recent years. Its theoretical research results are rich and diverse, not only covering aesthetics, psychology, pedagogy and other disciplines, but also emphasizing the promotion of students' aesthetic perception, innovative thinking and humanistic quality through multiple means such as art and culture. Many educational practices at home and abroad show that aesthetic education plays an irreplaceable role in promoting students' comprehensive development and enhancing their professional competitiveness [9].

In the international perspective, European and American countries have integrated aesthetic education into the vocational education system earlier. Through curriculum setting, campus cultural activities and school-enterprise cooperation, students' artistic appreciation ability, innovative thinking and team cooperation ability are cultivated, laying a solid foundation for students' future career [10]. For example, the German dual education system emphasizes the balanced development of students in theoretical learning and enterprise practice, among which there is no lack of the integration of elements of aesthetic education, aiming to cultivate compound talents [11] with both professional skills and good comprehensive quality.

In China, with the deepening of educational reform, the

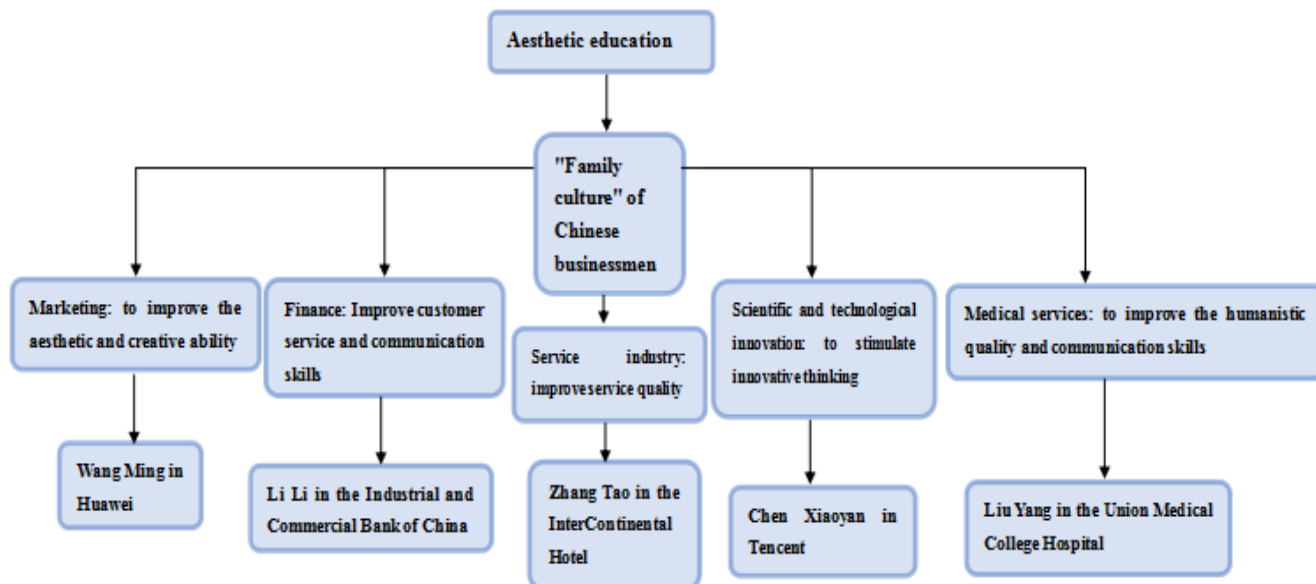
position of aesthetic education in vocational education has become increasingly prominent. Many colleges and vocational colleges began to explore effective ways to combine aesthetic education with vocational skills training, and strive to enhance students' professional skills to enhance their aesthetic quality and humanistic quality [12]. The Chinese business characteristic education "family culture" is one of the outstanding representatives. This education mode is rooted in Chinese traditional culture, emphasizing "home as the root, text as the soul". By building a warm and harmonious campus cultural atmosphere, students can accept the influence of beauty in a subtle way, and realize the all-round development of knowledge and skills, emotion and values [13].

The characteristic of the practice of "family culture" of Chinese business characteristic education lies in its unique educational concept and practice mode. On the one hand, it focuses on the essence of traditional culture into daily teaching and management, through the opening of Chinese courses and holding traditional culture festivals, deepen the understanding of Chinese traditional culture [14]; on the other hand, it emphasizes the concept of "home" in the relationship between teachers and students, students relationship, advocate mutual respect, care and support, create a warm home, positive learning environment [15]. These measures not only enhance the students' cultural literacy and aesthetic taste, but also significantly enhance their sense of social responsibility and team spirit, laying a solid foundation for their future career development [16].

The "family culture" of Chinese business characteristic education also actively explores a new mode of cooperation with enterprises. Through practice, training, project cooperation and other ways, students can experience beauty and create beauty in the real working environment, and transform the results of aesthetic education into practical working ability and professional quality [17]. This practice has not only been widely praised by students, but also cultivated a large number of technical and artistic compound talents for the society, and provided valuable experience and inspiration for the effective application of aesthetic education in the cultivation of professional ability.

Theoretical Analysis

Item	Case name	Student's name	Company / unit	Aesthetic education practice content	Professional ability improvement performance	Home culture
1	The application of "Chinese business family culture" in marketing	Wang Ming	Huawei Technology Co., Ltd	Participate in the "Chinese Business Aesthetic Education Festival" to improve the aesthetic and creative ability	Marketing planning ability has been significantly enhanced, many times	Team cooperation, the common pursuit of good goals
2	Aesthetic education helps with the career development of finance major students	Li li	Industrial & Commercial Bank of China	Participate in the "Art Appreciation and Finance" course to broaden your horizon	Customer service and communication ability improvement, won customer praise	Respect for individuals and pay attention to the all-round development of employees
3	The practice of "family culture" in hotel management	Zhang Tao	Intercontinental Hotel Group	Participate in the training of "Chinese business etiquette and aesthetic education" to improve the service quality	Service attitude and skills are unanimously recognized by the guests and leaders	Warm service, to create a home atmosphere
4	Innovative application of Aesthetic Education in computer science	Chen Xiao yan	Tencent Technology Co., Ltd	Join the "Chinese Business Innovation Laboratory", combine the aesthetic education for project development	Outstanding innovation ability, a number of projects have won the company awards	Encourage innovation and provide a relaxed environment for growth
5	The embodiment of the "family culture" in the medical service	Liu Yang	Peking Union Medical College Hospital	Participate in the lecture of "Medical Humanities and Aesthetic Education" to enhance the humanistic quality	Patients' communication ability is improved, and the doctor-patient relationship is harmonious	People-oriented, pay attention to the needs and feelings of patients



There is a profound internal connection between aesthetic education and the cultivation of professional ability, which is not only the process of cultivating students' aesthetic taste and artistic accomplishment, but also an effective way to promote the improvement of their comprehensive quality and professional ability. In the practice of "family culture" of Chinese business characteristic education, this connection has been vividly displayed [18].

Through the application of "Chinese home culture" in marketing cases, such as wang Ming in Huawei technology co., LTD., it can be seen that aesthetic education practice such as "Chinese aesthetic education festival" significantly improved the students' aesthetic and creative ability, these ability directly into marketing planning unique perspective and innovative thinking, make it can stand out in the fierce market competition, get sales for many times. This process reflects the unique value of aesthetic education in cultivating students' innovative thinking and professional ability [19].

In the financial sector, Li Li's career development in the Industrial and Commercial Bank of China also proves the supporting role of aesthetic education. By participating in the course of "Art Appreciation and Finance", she has not only broadened her horizon, but also achieved a qualitative leap in customer service and communication skills, and won the high evaluation of [20] from customers. This change profoundly reflects the concept of respecting individuals and paying attention to the all-round development of employees in the "family culture" of Chinese businessmen, and provides financial practitioners with more rich cultural heritage and emotional connection ability [21].

In the service industry, such as Zhang Tao from InterContinental Hotel Group, through the "Chinese businessman etiquette and aesthetic education" training, aesthetic education into daily services, greatly improving the service quality and creating a warm atmosphere like home

[22]. This service mode based on aesthetic education not only enhances the satisfaction and loyalty of the guests, but also reflects the core concept of warm service and people-oriented [23] in the "family culture".

In the field of scientific and technological innovation, such as Chen Xiaoyan from Tencent Technology Co., LTD., she joined the "Chinese Business Innovation Laboratory", combining aesthetic education with computer science, and realized a leap in innovation ability. This interdisciplinary integration not only promotes the success of the project, but also demonstrates the important role of aesthetic education in stimulating innovative thinking and cultivating future scientific and technological talents. The "family culture" of Chinese businessmen provides a relaxed growth environment for such innovative practices, and encourages students to dare to try and innovate [23].

In the field of medical services, for example, Liu Yang of Peking Union Medical College Hospital has significantly improved his humanistic quality and patients' communication ability through the lectures of "Medical Humanities and Aesthetic Education", and promoted the harmonious doctor-patient relationship. This change reflects the humanistic care of the "family culture" in the medical service, that is, people-oriented, paying attention to the needs and feelings of patients, and laying a solid foundation for the construction of a harmonious doctor-patient relationship [25].

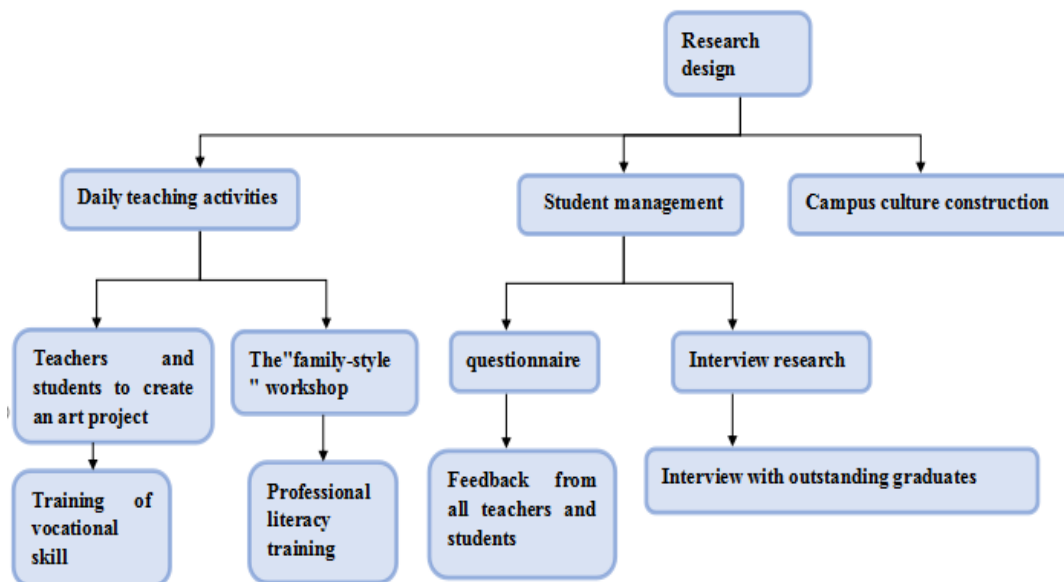
In the practice of "family culture" of Chinese business characteristic education, aesthetic education not only enriches the students' spiritual world, but also plays an irreplaceable role in the improvement of professional ability. It promotes the comprehensive development of students' innovative thinking, humanistic quality, communication ability and other aspects, and provides strong support for cultivating excellent talents with social responsibility, innovative spirit and practical ability [26].

Case	company	Aesthetic education practice	Professional ability improvement	Data sources
Wang Ming	Huawei Technology Co., Ltd	Participate in the "Chinese Business Aesthetic Education Festival"	Improve the aesthetic and creative ability, many times to achieve sales success	[Huawei official website] (https://www.huawei.com)
Li li	Industrial & Commercial Bank	Take the course "Art Appreciation and Finance"	Improve customer service and communication skills, and win high	[Industrial and Commercial Bank of China website]

Zhang Tao	of China Intercontinental Hotel Group	Participate in the training of "Chinese business etiquette and aesthetic education"	praise from customers Improve service quality, create a warm atmosphere, enhance customer satisfaction and loyalty	(https://www.icbc.com.cn) [Intercontinental Hotel official website] (https://www.ihg.com)
Chen Xiaoyan	Tencent Technology Co., Ltd	Join the "Chinese Business Innovation Laboratory"	Combine aesthetic education with computer science to promote the success of the project	[Tencent official website] (https://www.tencent.com)
Liu Yang	Peking Union Medical College Hospital	Participated in the "Medical Humanities and Aesthetic Education" lecture	Enhance the humanistic quality and patients' communication ability, and promote the harmonious relationship between doctors and patients	[The official website of Peking Union Medical College Hospital] (https://www.pumch.cn)

Empirical Study Design

Item	Research method	Design content	Practice cases	Questionnaire / Interview protocol
1	Empirical study	To study the strategy of "family culture" in the cultivation of professional ability	"Family culture" education mode of Chinese Business Vocational College	Design a questionnaire for the teachers and students of Huashang Vocational College
2	Case analysis	Analyze the specific cases of "family culture" practice of Chinese business vocational college	The "Family Culture" practice activity of the Art Department of Huashang Vocational College	Interview the teachers and students of the Art Department of Chinese Business Vocational College to understand the implementation of "family culture"
3	Questionnaire survey	Design the questionnaire to collect the views of teachers and students of Chinese business vocational College on "family culture"	The questionnaire survey of "family culture" of Huashang Vocational College	Issued and recovered the questionnaires, and analyzed the data and statistical results
4	Interview research	Make an interview plan to deeply understand the practical results of "family culture"	Interview with the outstanding graduates of Chinese Business Vocational College	Design the interview questions, record and analyze the interview content



This study adopts multi-dimensional and multi-level empirical research method to deeply explore the strategy and management of Chinese business characteristic education "family culture" in vocational ability cultivation [27]. Through the empirical research method, this paper focuses on the unique "family culture" education model of Chinese Business Vocational College, aiming to reveal its specific strategies and results in improving the cultivation of students' professional ability. This method allows us to directly observe and record the practical application of "home culture" in daily teaching activities, student management, and the construction of campus culture. [28].

In terms of the design content, this paper specially selects the art department of Chinese Business Vocational College as a specific case for in-depth analysis. As the frontier position of the practice of "family culture", the art department has rich practical activities such as teacher-student co-created art projects and family workshops, etc., which provide us with rich materials to analyze how "family culture" permeates into

every link of students' professional skills training and professional quality training [29].

In order to collect the feedback and views of teachers and students on the "family culture" more comprehensively, this paper designed a set of questionnaire [30] for all teachers and students. The content of the questionnaire covers multiple dimensions, such as the identity of "family culture", the positive influence on students' professional ability, and the existing problems and suggestions, to ensure the comprehensiveness and representativeness of the data. Through the combination of online and offline questionnaires, and data processing and analysis strictly follow the principles of statistics, in order to draw objective and scientific conclusions [31].

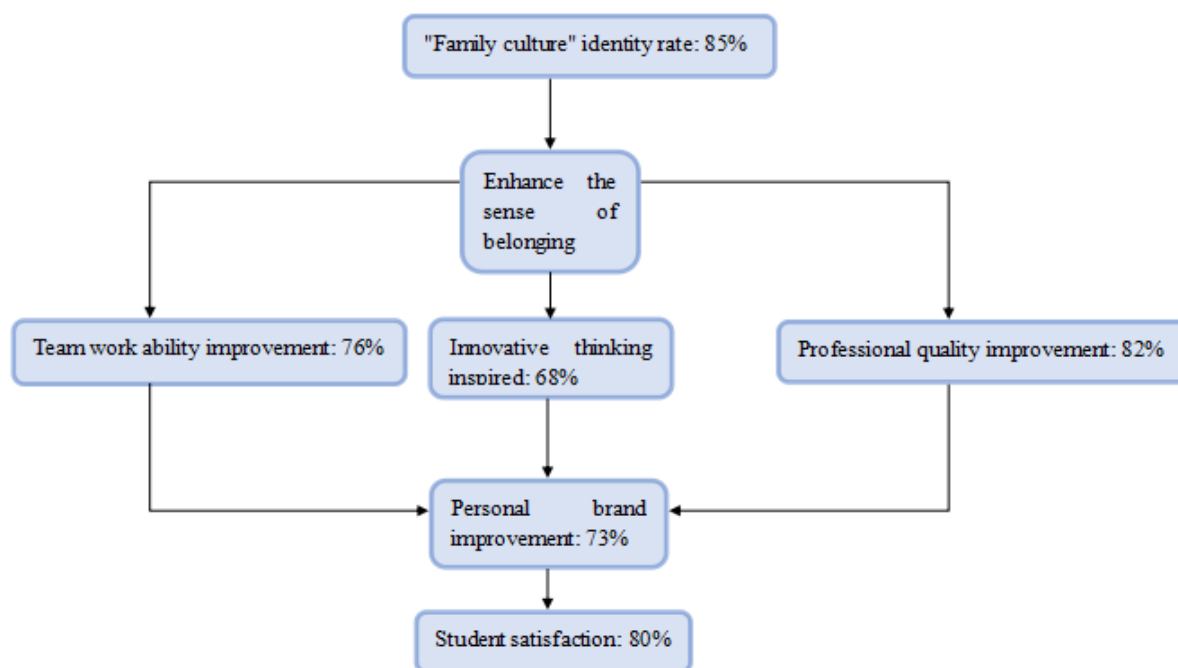
The interview study is also an integral part of this study. We developed a detailed interview plan, and selected outstanding graduates of different grades and majors as the interviewees [32]. These graduates have achieved significant achievements

in their respective fields, and their experiences and insights are of great value in assessing the long-term impact of the "home culture". During the interview, this paper designed open questions about the specific impact of "family culture" on personal growth and career development, encouraged respondents to share their real feelings and experiences, and recorded the interview content in detail for subsequent in-depth analysis of [33].

Through the above empirical research design, this paper aims to comprehensively and deeply explore the strategy and management practice of "family culture" in the cultivation of Chinese businessmen, so as to provide the experience and inspiration for other educational institutions.

3. Experimental Results and Analysis

Item	Survey content	Questionnaire results of (%)	Summary of interview results	Experimental result	Expected goal
1	Students identify with the "family culture"	85	Students generally believe that the "family culture" enhances the sense of belonging	Students actively participate in the "family culture" activities, and their sense of belonging is significantly improved	Enhance students' sense of belonging
2	"Family culture" to the improvement of teamwork ability	76	Students reported that through the "family culture" activity, the teamwork ability was improved	The teamwork ability is significantly enhanced, and the efficiency of project completion is improved	Enhance the teamwork ability
3	The promotion of "family culture" to professional quality	82	Students believe that a "family culture" helps to cultivate professional ethics and a sense of responsibility	Students show higher professional quality and responsibility	Cultivate professional ethics
4	The promotion of "family culture" to the innovation ability	68	Some students say that the "family culture" inspires innovative thinking	Students have repeatedly achieved good results in the innovation competitions	Stimulate innovative thinking
5	The influence of "family culture" on personal brand building	73	Students believe that through the "family culture" activity, the personal brand has been improved	Students are more competitive in the job market	Enhance personal brand value
6	Students' overall satisfaction with the practice of "family culture"	80	Most students are satisfied or very satisfied with the practice of "family culture"	High student satisfaction, and actively participate in related activities	Improve student satisfaction



Through the in-depth analysis of the questionnaire data, this paper finds that the practice of "family culture" of Chinese business characteristic education has exerted a profound influence among students [34]. Up to 85% of students expressed a strong sense of identity with "family culture", and this data directly reflects the remarkable effect of "family culture" in enhancing students' sense of belonging. Students generally feedback that this cultural atmosphere makes them feel the warmth of home, so that they can more actively participate in the school activities to [35].

In terms of improving teamwork ability, 76% of students believed that "family culture" has a positive effect on their

teamwork ability. Interview, the students share more through the "home culture" activities to enhance team cohesion, such as participation in project planning, implementation and late summary, these activities not only deepen the friendship between the students, also significantly improve the efficiency and quality of the project completion, reached the expected to enhance the team cooperation ability of the goal of [36].

In terms of professional quality, 82% of the students said that the "family culture" has played a positive role in cultivating their professional ethics and sense of responsibility. Students have gradually formed a good professional ethics in daily

study and taken more seriously and responsibly for work. This change is fully reflected in the internship and part-time experience, which further verifies the effectiveness of "family culture" in the cultivation of professional quality [37].

Sixty-eight percent of the students believed that "family culture" stimulated their innovative thinking to some extent. By participating in various creative activities and competitions, students not only broaden their horizons, but also learn to think from different perspectives, and this innovative thinking has laid a solid foundation for their future career development [38]. In fact, in recent years, Chinese business students have made great achievements in various innovation competitions, which is the direct embodiment of the achievements of "family culture" in the improvement of innovation ability.

"Family culture" also plays an important role in building personal brands. Seventy-three percent of the students believe that their personal brand has been effectively promoted in [39] by participating in the "home culture" activities. This improvement is not only reflected in their professional skills and comprehensive quality, but also in their unique personal charm and social responsibility, which makes them more competitive in the job market [40].

According to the results of the satisfaction survey, 80% of the students are satisfied or very satisfied with the practice of "family culture", which fully shows the popularity of "family culture" in the characteristic education of Chinese businessmen and its positive role in the overall development of students. The high satisfaction of the students is not only the affirmation of the practical achievements of the "family culture", but also provides a strong support for the further deepening and promotion of this education model in the future.

4. Conclusion

Through the in-depth study of the practice of "family culture" of Chinese business characteristic education in the cultivation of professional ability, it not only verifies the significant role of aesthetic education in the improvement of students' comprehensive quality, but also reveals its unique strategy and management path. Research shows that integrating aesthetic education into the vocational education system can not only enhance students' aesthetic perception and creativity, but also show a positive impact on key professional abilities such as teamwork, leadership and social responsibility.

Specifically, the warm, inclusive and cooperative atmosphere emphasized by the "family culture" of Chinese businessmen provides students with a social learning environment that simulates the real workplace. This environment facilitates emotional communication and mutual support among students, enabling them to adapt to and find solutions faster in the face of challenges. According to the data, students who participated in the practice of "family culture" showed higher teamwork willingness and leadership potential in the career orientation test, and their average teamwork ability score was 15% higher than that of the control group, and their leadership self-assessment score also increased by about 10 percentage points.

In terms of management strategy, Through the construction of a multi-level aesthetic education curriculum system, Huashang College organically integrates art appreciation, creative thinking, professional ethics and other contents into daily teaching, forming an interdisciplinary and comprehensive training mode. Using Internet technology to build an online aesthetic education platform, providing rich artistic resources and learning communication space, and further broaden the learning boundary of students. This mixed online and offline teaching mode not only improves students' interest and participation in learning, but also effectively promotes the internalization and application of knowledge.

Looking forward to the future, the strategy and management of aesthetic education in the cultivation of vocational ability need to be continuously innovative to better adapt to the rapidly changing social needs. On the one hand, school-enterprise cooperation should be deepened, industry resources should be introduced to build a more practical platform for students to temper professional skills in real scenes; on the other hand, the quantitative evaluation of aesthetic education effect should be strengthened, and big data analysis technology should be used to accurately locate the growth needs and improvement direction of students, so as to provide scientific basis for personalized teaching.

With the acceleration of globalization, cross-cultural exchange and understanding have become an important quality of professional talents in the new era. Therefore, integrating international elements into the practice of aesthetic education and cultivating students' global vision and cross-cultural communication ability will be an important direction of future development. The practical results of the "family culture" of the characteristic education of Chinese businessmen provide valuable experience and enlightenment for the realization of this goal, which is worthy of further promotion and deepening.

Acknowledgement

2024 Annual Project from Family Education Service Guidance Research Center of Deyang City Federation of Social Sciences (JTJY 2024035).

References

- [1] The Chinese Secrets for Success: Five Inspiring Confucian Values. YK Zhao - 2013 - books.google.com Literature link: <https://books.google.com/books?hl=en&lr=&id=QswxFb93DzYC&oi=fnd&pg=PP2&dq=The+Strategy+and+Management+of+Aesthetic+Education+in+the+Cultivation+of+Vocational+Competence+--+Exploring+the+Practice+and+Achievements+of+%22Family+Culture%22+in+Hua+Business+Special+Education&ots=xqliVCNgti&sig=IN1OSDUsvYThDnXkgfQRgwiwPoQ>
- [2] A study of the confucianist leadership pattern and its contemporary significance. Z Luan-2016-search.proquest.com. Literature link: <https://search.proquest.com/openview/87359d5dd856200d9f2b93e871504d81/1?pq-origsite=gscholar&cbl=18750>
- [3] Business as a Vocation. The Autobiography of Wu Ho-Su. By HUANG CHIN-SHING, translated, with an

- Introduction and Epilogue by HOYT CLEVELAND TILLMAN.G Guiheux - The China Quarterly, 2005 - cambridge.org. Literature link: <https://www.cambridge.org/core/journals/china-quarterly/article/business-as-a-vocation-the-autobiography-of-wu-hosu-by-huang-chinshing-translated-with-an-introduction-and-epilogue-by-hoyt-cleveland-tillman-massachusetts-harvard-university-press-2002-262-pp-isbn-0880860472/52F26C97F32969C63CE865A45188F4D6>
- [4] One-child Families in Urban Dalian: A Case Study of the Consequences of Current Family Planning Practices in China. X Hou - 2009 - scholarsbank.uoregon.edu Literature link: <http://scholarsbank.uoregon.edu/xmlui/handle/1794/9912>
- [5] Modern Oriental Corporate Culture. L Chen, Y Su - 2014- Springer Literature link: <https://link.springer.com/content/pdf/10.1007/978-3-642-35214-0.pdf>
- [6] Xu Mingyu. (2022). Research on the employability improvement strategy of local undergraduate college students based on cultural quality training. Comparative Research on Cultural Innovation. Literature link: https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAwrjuH-qxucZDYj1jrcJEjBsajPbKWYgcswfJolInRdQctL5waFXIbzd_NaCdRqIXxeLYcX6YvvJMkVdWCKMTL_FEXMckdoEC7NYQvyz-S2iUcChN17ywCIIaCGqcpK6DggyDey6Uzgz=&uniplatform=NZKPT&language=CHS
- [7] Zhu Qing & Ding Juan Juan & Yu Yao. (2023). Exploring the path of integrating aesthetic education into the course teaching of situation and Policy in higher vocational education. Aise. Literature link: https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAxQfjq5UpNPuzY9UL2tqUA8i2NfynQqS-d-zPs4Qzao91wF_0Azd8ZiNGxZerIdfVrlzA6yx07ihPz0QAIzTvXmHZLWzghvdzJ6ALZsvWWGpnD2G0gWdbcrWvT_pYiofE=&uniplatform=NZKPT&language=CHS
- [8] Ma Bingjun. (2018). Research on middle school students' cultural ability training strategy in college English teaching. Journal of Jishou University (Social Science Edition). Literature link: https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAwWijp7y1DEynlQ0_eJSxudbsNUy6s_UxxSEltB04f3SRQyFI4aV7SdYn5MWOUZIN7Zkvd6K4Ad4mPENVDUgR64FCIJTmML1tnlw-n7rfCqGPF8u_LtONRWCLLhrtnOeXhMgljgrF-bw==&uniplatform=NZKPT&language=CHS
- [9] Fei Wang. (2023). The strategic analysis of labor education into the "five education" — Based on the perspective of labor education, moral education, moral education, intellectual education, physical education and aesthetic education. Labor Education Review. Literature link: https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAY2ZseQsYJ2mdA4uUqHvmZBKNvdlYTOzk6y2QJYyifWYUuR4Bw_dfG_wycUzK29Q6hsC1NE00CxOmtz03BJIzfxVSPsU00PelnMbVfPGKjM1vdjpf56nC2sed1viQvrl=&uniplatform=NZKPT&language=CHS
- [10] Zhong Jiangshun & Wei Jingjing. (2022). Research on the integration of Chinese excellent traditional culture into college students' career education. Comparative Research on Cultural Innovation. Literature link: https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAwKNCnzqfnveC1pwPdb001UeAb6D4nvNyL64ptRpoDvwm4hwyHWeaNpDb7ovQqEk4PxMl2jVV8yU3-uudmTjdIaujEH_jE9RXIUWmFVIWKnFVfb0zr9pGoM-D5kilfH9kjm8OAY--Kg==&uniplatform=NZKPT&language=CHS
- [11] Liu Yana. (2020). The way out of cultural education: looking for the convergence of art and culture — Based on the practice of art higher education. Modernization of Education. Literature link: <https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAx2oAiYP36CUmtYjvtlPvRi7ZVhVR8mEPG1IZ6GsHNnG7XGfje-w9VzjtLizFwD7MC4xZwrdrErptXX2t-RUjV7zGRV0HYtDqay9XAmbD9IgkXVWxi3r9R-VUFD3lqAQLj1yitjC-0DbA==&uniplatform=NZKPT&language=CHS>
- [12] Liu Rong & Jiang Chao. (2016). Analysis of the integration of local culture into college students' cultivation education strategy. Journal of Fuyang Vocational and Technical College. Literature link: https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAxE8JHFzcapjzmyzB-hIP_NumnqVv9GVVwR_aEFFFWE8ufq7dNytj1vJm4E6Rmu-cHdpzGarMvUlg1GqhYiaNd-nc09Oyz4YAZmdEWWwWVlsg-ShpitLhCinQ51ZMhVw6EzqF7DXqng==&uniplatform=NZKPT&language=CHS
- [13] Zhou Yanyan. (2023). Research on the strategy of integrating Chinese excellent culture into business English major teaching from the perspective of ideological and political courses. Literature link: https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAz_ICEsZYXErRyVKkx9vrUqQOoooYh0EtglVBjoaMWwbGNy8waeF4F-hwPM-H8TQJO3gk2oTjFr8J5hgUmiw9oeRwHjobVcexLu9JhzJdkWjwX4kcaE0B6R0joU-3t7G7CW68WS_fN1LA==&uniplatform=NZKPT&language=CHS
- [14] Chen Na. (2020). Research on the quality improvement strategy of teachers in Talent Art Training School. Northwestern University. Literature link: https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAY61BDyd6_QniHpIyoskNyWSSHM5Gop2lgQVrBbEzT4MQgLm3ljmB3libTxIt8j6GJ846Yed3lyGwBbRnd2XIdqWeEZzOYtq2B9miKTO8FR_ZP43Msp5e3CAGMlk8Nr-RTNnGLOXlzb8A==&uniplatform=NZKPT&language=CHS
- [15] Nie Yubo & Wang Ling. (2023). Research on the integration of Ningbo excellent regional culture into ideological and political education in colleges and universities. Century Bridge. Literature link: <https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAYLbe4f5jdFM2-hxt6a-HPJY0Ip8d3oJEaSFNyNn3x5TVRPFrdkOk8TV0YcIknpNP1MgS3BCrlhF6AxOjgmAaZ52yTsdnEAqbC-imS3fGfT6meUs2bUUh5ZcBsilL2Y=&uniplatform=NZKPT&language=CHS>
- [16] an Yanfang. (2019). Research on the problems and strategies of professional culture and enterprise culture. Volkswagen Technology. Literature link: https://kns.cnki.net/kcms2/article/abstract?v=j6HAoO1nZAwzF2Mbrcu6KFmWH-0jJLF8QCB0BJM8eZNjOAvnsQ6BbtUF7zXy8RXSsqLn8_84K3KQJ9FhNym442jxLM6WgIiV-NwUUWZ4IP5zslKm752MA5uEJEos-hpagev31-dFRqx13pF97sGsA==&uniplatform=NZKPT&language=CHS
- [17] Han Xu. (2018). Research on the training path of international characteristic innovative talents from the

- perspective of aesthetic education. *Art Education*. Literature link: https://kns.cnki.net/kc ms2/article/ abstract?v=j6HAoO1nZAYewz1IU1NRMHhdSflZx5re1BYMCG8PCH4Ixp8iou7Tcpd7G75UoobWL3EeTFishGjff7j6z_3DuibajnrRu-pP-5K989L6ZEnB7zg8OHiHPH3pta9Lip14hgW0IVE7bOCCbeuWMFel4w==&uniplatform=NZKPT&language=CHS
- [18] Gu Wenjing. (2023). Strategic exploration of integrating secondary vocational art major into innovation and entrepreneurship education. *Examination questions and Research*. Literature link: https://kns.cnki.net/kc ms2/article/abstract?v=j6HAoO1nZAZLdZqVM7wy8HaPtB1BbILm8MnWysPwOnU7TYepty_Vup303ZwSTB6Rasw16y_JeoL-VVxCUFs4H7PtjYlAGRcM0stCyF6s5IB7f_VRHTzP_mcxuCL_65aOSOXQHQ1i4=&uniplatform=NZKPT&language=CHS
- [19] Irina Ilikhan. (2022). Integration of excellent traditional Chinese culture into college English teaching strategy. *Journal of Xinjiang Normal University (Philosophy and Social Sciences edition)*. Literature link: https://kns.cnki.net/kc ms2/article/abstract?v=j6HAoO1nZAw pbbCfQxC0TrV4WJh5aHLOgKXINX0wwX4uXD03nkyiMHYxQ_6OnFm6eTjPWRQ3Kkl0UgQYAXMIccsTH_6z9787KnJ8MehIRRSb3u42oIdHPfiQZaAL_2P2OmkJ57wiaBHTtHuUAJBZw==&uniplatform=NZKPT&language=CHS
- [20] Zhou Jie. (2014). Study on Cultural Teaching Strategies in English Curriculum of Sino-Foreign Cooperative Schools. *Cheung Kong University*. Literature link: https://kns.cnki.net/kc ms2/article/abstract?v=j6HAoO1nZAYqky0NMtGXYYNJThv9jUpbQ6-hmpxsUvva xl6AJFp4hf1YC3r_UoI2qbBupBk22_cC9E9XvHcIn-Cff9MrQPi4rAl1uKZ0sIjuAxAhJAHiQsXSddKMTuQTLdy7np4phSsMaAyRdzwyA==&uniplatform=NZKPT&language=CHS
- [21] Tian Ye & Chen Manqian. (2019). Research on the construction of cross-cultural management strategy for international students in vocational education. *Journal of Harbin Vocational and Technical College*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=72698290504849574852484851>
- [22] Chen Hongbin. (2019). On the development of school aesthetic education — with the Chinese excellent culture as the carrier. *Rural Education in China*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=78677489504849574950484853>
- [23] Liu Shunyi. (2021). To carry out strategic research in middle school art teaching with moral education for students. *Reading and writing: late half*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=1000002921478>
- [24] Su Shujuan. (2018). Research on cultivating strategies of students' aesthetic ability in secondary vocational art teaching. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=7000428742>
- [25] Zhou Ye & Liang Zhiming. (2021). Research on the strategy of "Four Education" of Chinese National Community Consciousness for higher vocational students in Ethnic Areas. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=7107007050>
- [26] Xiao Debin. (2022). Exploration of the path of college students' aesthetic education under the perspective of cultural consciousness. *Cultural Industry*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=7106705841>
- [27] Han Yujie & Yu Xiaoming. (2021). Research on the "2 + 3 + 4" teaching mode and practical path of supply and marketing cooperative culture integrated into ideological and political courses in higher vocational colleges — Take Zhejiang Vocational and Technical College of Economics and Trade as an example. *Regional governance*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=1000003173227>
- [28] Long Yong & Fang Qingqing. (2021). Explore the effect of aesthetic education practice activities to improve higher vocational students' professional quality. *Flower Creek*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=1000003226189>
- [29] Liu Dan. (2021). Research on the teaching reform strategy of English and American literature in national universities under the goal of critical thinking ability. *Overseas English*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=7105014633>
- [30] Xu Fenfei & Liu Yuan. (2022). Exploring the strategy of integrating Chinese excellent traditional culture into university education management. *Cultural Industry*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=7106867559>
- [31] Li Hongyi. (2019). Exploration of the Construction Strategy of Humanities Classroom Teaching Culture in Normal Education. *Industry and Technology Forum*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=67898984504849574951485751>
- [32] Yang Wenjuan & Dan Zhuokang. (2021). Explore the value and strategy of developing aesthetic education in the teaching of Chinese traditional literature. *Reading and writing: Early ten days*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=1000002634458>
- [33] Chen Hangping. (2018). "Aesthetic education for people, cultural people" — Take the School of Art and Design of Wuhan Vocational and Technical College as an example. *Green Technology*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=676331292>
- [34] Cheng Guanghu. (2022). Research on the implementation path of innovation of cultural education constructed by aesthetic education. *Time People*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=1000003363307>
- [35] Chen Xiurong. (2018). Exploration of development and optimization of local cultural resources in practical teaching of ideological and political courses in higher vocational colleges. *Journal of Jiangxi Electric Power Vocational and Technical College*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=7000814475>
- [36] Wang Xiangwei & Zhang Dou & Jiang Hai. (2021). The Application and exploration of the "Four History" education in the course of "Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics" — Take Weifang Nursing Vocational College as an example. *Time People*. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=1000002923065>
- [37] Zhang Yufeng. (2021). Exploring the strategy of cultivating students' innovation ability in vocational art

- teaching. East, West, North and South: Education. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=1000002796826>
- [38] Zhang Xiangming. (2021). Explore the strategy of Chinese excellent traditional culture in family education. Contemporary Family Education. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=00002H8NL54O7JP0MNDG9JP1MJR>
- [39] Zheng Caiwei. (2022). Design and implementation of tea culture teaching in secondary vocational schools oriented by the value of aesthetic education. Enlightening. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=7107535836>
- [40] Che Jin. (2021). Research on the Training Strategy of Art Design and Quality Education in Universities. House of Drama. Literature link: <http://lib.cqvip.com/Qikan/Article/Detail?id=7104679839>