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Current Status and Development Path of Talent Cultivation with Simultaneous Cultivation of Morality and Skills in Vocational Institutions

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Abstract: Fostering Virtue Through Education and the Simultaneous Cultivation of Morality and Skills represent the primary requirements for cultivating high-quality technical and skilled talents in China. They also serve as the cornerstone for building a Skill-Based Society, achieving a strong education system, and nurturing a robust talent pool. Thriving vocational institutions are crucial educational bases for training interdisciplinary skilled talents and cannot be overlooked in this endeavor. Students in vocational institutions constitute an important reserve force for the construction of a Skill-Based Society.Based on a deep understanding of the contemporary significance and value of Simultaneous Cultivation of Morality and Skills for skilled talents, this paper employs empirical research to identify practical challenges in the implementation of this talent development approach in vocational institutions: students' lack of motivation, shortcomings in the internal educational mechanisms, and insufficient collaboration between schools and enterprises. Accordingly, solutions are proposed to address these issues, with the aim of establishing a comprehensive talent development system that integrates morality and skills.

Keywords: Vocational Institutions, Simultaneous Cultivation of Morality and Skills, Empirical Analysis.

1. Introduction

Talent is the primary resource. The construction of a Skill-Based Society relies on high-quality technical and skilled talents. Simultaneous Cultivation of Morality and Skills, which combines the dual advantages of moral nurturing and technical training, represents the optimal choice for cultivating skilled talents in China's vocational institutions. Vocational institutions serve as crucial bases for training high-quality technical and skilled talents. Cultivating well-rounded technical talents with Simultaneous Cultivation of Morality and Skills is not only the fundamental task of these institutions but also a concrete manifestation of the important strategic integration of education, technology, and talent in the field of vocational education. [1]Understanding the current state of cultivating Simultaneous Cultivation of Morality and Skills among vocational students and actively exploring development pathways are essential steps toward achieving high-quality development in vocational education, as well as a critical component in building a Skill-Based Society.

2. Connotation and Contemporary Value of Simultaneous Cultivation of Morality and Skills

2.1. Connotation of Simultaneous Cultivation of Morality and Skills

Simultaneous Cultivation of Morality and Skills fundamentally means establishing morality as the foundation and guiding principle that directs the application of skills. Specifically, it involves the integration of moral education and skills training, achieving a unified development of both ethical and technical learning. [2]Taking the relationship between the two as the logical starting point, "morality" and "skills" are not opposing or contradictory but are complementary and mutually reinforcing. The development of "morality" enhances students' personal qualities and reflects the intrinsic requirement of Fostering Virtue Through Education. The development of "skills" improves students' capabilities and serves as an indispensable guarantee for their future professional and personal stability.This understanding fully reflects the emphasis placed on Simultaneous Cultivation of Morality and Skills in the context of building a Skill-Based Society. Therefore, student development must combine Fostering Virtue Through Education with skills acquisition, requiring students to master advanced technical skills on the basis of possessing high moral character.The approach aims to cultivate students' professional ethics, encourage continuous refinement of their skills, and prepare them to face future societal competition and achieve personal growth.

2.2. Contemporary Value of Simultaneous Cultivation of Morality and Skills

From the perspective of building a Skill-Based Society, China's vigorous promotion of Simultaneous Cultivation of Morality and Skills represents a further refinement and clarification of the content and direction of skilled talent cultivation, providing a new developmental path for vocational education. [3]Specifically:On the one hand, "morality" is the foundation and the cornerstone of student development. By concretizing moral education concepts and integrating the Craftsmanship Spirit and model worker spirit into the entire process of skills training, the dual constructive role of Simultaneous Cultivation of Morality and Skills is brought into full play. This approach cultivates students into high-quality interdisciplinary talents and contributes to the construction of a Skill-Based Society.On the other hand, "skills" serve as an external measure of students' learning progress and a fundamental pathway for developing both general and professional ethics. Through standardized talent training criteria during skills acquisition, students' personal qualities are subtly enhanced. This allows them to fully

appreciate the significance and importance of moral education for their professional growth, enabling them to keep pace with the times, adapt to industry changes, and achieve career success.

3. Research Design

3.1. Research Sample and Methodology

Based on a review of relevant literature and on-site visits to institutions, this study adopted a combined approach of questionnaires and interviews to investigate the current state of talent cultivation in vocational institutions from the perspective of Simultaneous Cultivation of Morality and Skills. The formal questionnaire consisted of a total of 30 questions, including single-choice and multiple-choice items.The questionnaire was divided into four main sections:Basic information of the students, including gender, school tier, major category, and grade level.Understanding of students' awareness regarding Simultaneous Cultivation of Morality and Skills.Examination of the current implementation status of Simultaneous Cultivation of Morality and Skills through aspects such as curriculum, teaching, teaching materials, and teachers.Evaluation of the effectiveness and challenges encountered in implementing Simultaneous Cultivation of Morality and Skills within the educational process of vocational institutions.A total of 323 students participated in the survey, with 308 valid questionnaires collected, resulting in a response rate of approximately 95.4%.

3.2. Descriptive Statistical Analysis

Basic Information of the Survey Respondents:Gender Distribution: The survey results indicate that male students accounted for 56% of the respondents, while female students made up 44%, showing a relatively balanced gender ratio.School Tier: The majority of the participants were from secondary vocational schools, with 251 students (81.5%), while only 57 students (18.5%) were from higher vocational institutions.Major Distribution: The surveyed students were primarily enrolled in Engineering and Technological Sciences and Humanities and Social Sciences, with 168 (55%) and 105 (34%) students, respectively.Grade Distribution: Among the respondents, first-year students constituted the largest group, with 113 individuals (36.7%), followed by second-year students with 97 (31.5%), and third-year students with 98 (31.8%).The basic information of the survey respondents is detailed in Table 1. The demographic composition of the participating students aligns with the requirements of the survey type and demonstrates a certain level of representativeness.

Table 1. Descriptive Statistical Analysis of Questionnaire Data

Category	Item	Item	Item
Gender	Male	172	56%
	Female	136	44%
School Tier	Higher Vocational	57	18.5%
	Secondary Vocational	251	81.5%
Major Category	Natural Sciences	25	8%
	Agricultural Sciences	3	1%
	Medical Sciences	7	2%
	Engineering and Technological Sciences	168	55%
	Humanities and Social Sciences	105	34%
Grade Level	Year 1	113	36.7%
	Year 2	97	31.5%
	Year 3	98	31.8%

4. Practical Challenges in Cultivating Talent with Simultaneous Cultivation of Morality and Skills in Vocational Institutions.

4.1. Lack of Learning Motivation among Students

In the survey on the "level of understanding of the talent cultivation concept of Simultaneous Cultivation of Morality and Skills," 85.07% of students indicated that they had some understanding of it. This reflects the positive achievements of current vocational institutions in implementing the educational philosophy of Fostering Virtue Through Education and Simultaneous Cultivation of Morality and Skills. The vast majority of students have a basic cognition of the essence and significance of this concept, providing an important ideological foundation for cultivating high-quality technical and skilled talents for the country.However, this increase in awareness has not been fully translated into practical action. The survey also revealed that 59.74% of students were unwilling to participate in public welfare or club activities organized by their schools. This indicates that although students' conceptual awareness is gradually increasing, there is a lack of corresponding behavioral engagement, exposing significant deficiencies in their learning motivation and practical implementation. Current students in vocational institutions, especially those in secondary vocational schools, are still in a critical stage of values formation and professional cognitive development. Many students do not have a deep understanding of their majors, and the connotation of Simultaneous Cultivation of Morality and Skills has not yet been truly internalized into conscious action. A disconnect between cognition and behavior has emerged.This phenomenon not only reflects the need for improvement in the ways students learn and practice the Craftsmanship Spirit, but also more profoundly reveals the practical issue of insufficient learning motivation. This, to some extent, hinders the full achievement of the educational goal of Simultaneous Cultivation of Morality and Skills.

4.2. Shortcomings in the In-House Educational Mechanisms

Vocational institutions, as the main bodies responsible for

cultivating skilled talents with Simultaneous Cultivation of Morality and Skills, develop students' morality and skills through multiple dimensions, in which curriculum and teaching play crucial roles.In terms of curriculum, courses serve as the fundamental pathway for achieving Simultaneous Cultivation of Morality and Skills and have a direct impact on the development of students' professional ethics. Interviews revealed that moral education in vocational institutions is primarily delivered through ideological and political courses, with relatively little integration into practical training and specialized courses. The focus remains mostly on theoretical knowledge acquisition rather than practical application, resulting in students' understanding of the Craftsmanship Spirit and model worker spirit remaining superficial.In terms of teaching capacity, there is an imbalance in the moral and technical proficiency among teachers. Survey data showed that among the 308 valid questionnaires collected, in response to the question "Are you satisfied with your specialized course teachers' performance in Simultaneous Cultivation of Morality and Skills?", students' satisfaction was polarized: 41 respondents (13.31%) expressed relative satisfaction, while 195 (63.31%) indicated dissatisfaction.Additionally, interviews revealed that some teachers mechanically and rigidly incorporate moral elements into their teaching content, making it dull and unengaging. The survey results reflect a lack of competence among teachers in value guidance, Ideological and Political Education in Courses, and the integration of morality and skills.

4.3. School-enterprise Collaboration Needs Improvement

As a distinct type of education, vocational education differs most significantly from general education in having two educational entities: the school and the enterprise. School-Enterprise Collaboration is a critical link in the process of cultivating skilled talents with Simultaneous Cultivation of Morality and Skills. However, due to various factors, issues exist in School-Enterprise Collaboration.Firstly, misaligned educational objectives lead to the absence of moral education. The goal of vocational institutions is talent cultivation, while enterprises are clearly profit-driven. A survey showed that among 308 valid questionnaires, in response to the question "During enterprise training and internships, is attention paid to moral education?", 170 respondents (55.19%) reported "little attention" or "no attention at all" to moral education. This indicates that enterprises generally focus on improving professional skills, meeting job requirements, and enhancing economic benefits, while neglecting moral education. They fail to integrate corporate culture, professional literacy, and spirit into the training and internship process. The two sides have not reached a consensus on the training objective of Simultaneous Cultivation of Morality and Skills.Furthermore, some enterprises do not prioritize quality management internally and lack a rigorous work attitude in various production processes. This affects students' opportunities to learn professional ethics and internalize professional spirit during training and internships, resulting in significant shortcomings in the cultivation of their professional literacy and ethics.In terms of co-developed courses between vocational institutions and enterprises, there are problems of outdated teaching content and untimely updates. Secondly, the course co-development mechanism has deep-seated flaws. Survey data revealed that among the 308 valid questionnaires collected, in response to the question "Do the courses co-developed by your school and partner enterprises emphasize student moral education?", 176 respondents (56.72%) reported "little attention" or "no attention at all" to moral education, with only three believing that moral education was deeply integrated. This reflects insufficient integration of moral education in School-Enterprise co-developed courses.

5. Pathways to Addressing Talent Cultivation in Vocational Institutions with Simultaneous Cultivation of Morality and Skills

5.1. Fully Leverage Students' Subjective Initiative

Developing the capacity for continuous learning and self-evaluation is essential for students to exert their subjective initiative. By engaging in social practices and interacting with the dual entities of schools and enterprises, students acquire knowledge, skills, and ethical awareness. Through repeated practice, refinement, and consolidation, these understandings are transformed into behaviors. Subsequently, via self-evaluative feedback in practice, students attain higher-level cognition, which in turn leads to higher-level behaviors.This cyclical process, marked by iterative and spiral progression, fosters the ability for continuous learning and cultivates genuine, sustainable learning habits. Ultimately, this supports the achievement of the talent development goal of Simultaneous Cultivation of Morality and Skills.Throughout this closely linked process of internalization, externalization, and feedback, the role of students' continuous learning and self-evaluation capabilities remains central to unleashing their subjective initiative. By committing to continuous learning and self-improvement, students can consistently update their cognition, better adapt to and respond to systemic dynamics, and drive the entire system forward.

5.2. Build a New Talent Cultivation Mechanism that Integrates Simultaneous Cultivation of Morality and Skills with Work-Integrated Learning

Vocational education, as a cross-boundary type of education most closely linked to economic development, serves as a key entity in cultivating skilled industrial talent. Efforts can begin with establishing a new talent development mechanism that integrates Simultaneous Cultivation of Morality and Skills with Work-Integrated Learning, and be systematically advanced through the following two aspects: curriculum and teaching.Firstly, optimize the curriculum structure to integrate moral education with skills training. Schools should strategically design Ideological and Political Education in Courses and practical labor-skills courses, deeply explore moral education resources within specialized curricula, and effectively embed ethical formation into professional teaching, thereby making specialized courses a main channel for moral education.[4]Secondly, improve the evaluation system to reflect the reality of multi-stakeholder education. The educational mission of vocational institutions involves multiple participants, necessitating a corresponding evaluation system that highlights the equal importance of morality and skills, thereby comprehensively enhancing the quality of education. Internally, promote multi-stakeholder and multi-format evaluation by incorporating teacher assessments and peer evaluation among students, and

comprehensively apply formative assessment and summative assessment to achieve holistic and continuous academic evaluation of students.[5]

5.3. Enhance School-Enterprise Collaboration and Establish Mechanisms for Industry-Education Integration and communication linkage

School-Enterprise Collaboration is a crucial pathway for cultivating the high-quality talent required to build a Skill-Based Society. The cooperative education between the dual entities of schools and enterprises can effectively achieve resource integration, complementary advantages, and mutual benefit. In the process of nurturing high-quality technical and skilled talents, Simultaneous Cultivation of Morality and Skills can significantly enhance students' comprehensive competence and practical abilities. It also provides enterprises with more stable and suitable human resources, promoting corporate development and thereby facilitating industrial upgrading.Firstly, vocational institutions should establish clear enterprise selection criteria and cooperation thresholds, conducting in-depth and systematic assessments of potential partners' qualifications and capabilities. Special attention should be paid to the attitude of enterprises toward internships for vocational students and whether they can incorporate talent development into the corporate value chain, focusing sincerely on the student training process.Secondly, schools and enterprises can jointly explore the establishment of Industry-Academy Institutes, regularly engaging in exchanges and seminars. Collaboration should be strengthened in areas such as teaching content, curriculum design, practical training, and skills competitions to build an effective partnership that fully implements both moral and technical education. Through joint school-enterprise cultivation and deepened Industry-Education Integration, students gain direct exposure to production environments, experience industry standards during internships, absorb corporate culture, and develop professional spirit and ethos-all of which contribute to their growth as inter-disciplinary talents equipped with Simultaneous Cultivation of Morality and Skills.

6. Conclusion

In summary, the simultaneous cultivation of morality and skills serves as the core pathway for vocational education to fulfill the fundamental task of fostering virtue and nurturing talent. It is also crucial for cultivating high-quality technical and skilled personnel, and for supporting the development of a skills-based society. Currently, vocational colleges still face practical challenges in advancing this integration, including insufficient student motivation, imperfect educational mechanisms, and weak collaboration between schools and enterprises. To address these issues, systematic efforts must be made to stimulate students' intrinsic motivation, optimize curriculum and evaluation systems, and deepen industry-education integration. This will help establish a new, all-inclusive, whole-process, and comprehensive educational ecosystem. Moving forward, vocational colleges should continue to strengthen the bidirectional interaction between theory and practice, facilitating the organic integration and synergistic development of "morality" and "skills" in talent cultivation. This will provide robust human resource support for achieving high-quality development in vocational education and empowering the transformation and upgrading of the economy and society.

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