

Research on the Reconstruction of Teaching Materials Integrating Vocational Posts, Courses, Competitions, and Certifications in Higher Vocational Education: A Case Study of Tea Culture and Tea Art

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Abstract: With the revival of traditional culture, courses on tea culture and tea art have become popular in higher vocational colleges, posing challenges to teaching materials. However, current teaching materials for tea culture and tea art in higher vocational education still have problems such as disconnection from job requirements, an imperfect curriculum system, insufficient attention to skill competitions, and inconsistent certificate standards. To address these issues, teachers can start from three aspects: (1) follow the reconstruction principles based on courses, oriented towards employment, with certificates as the standard and competitions as the direction; (2) adopt strategies such as the organic integration of vocational posts, courses, competitions, and certifications, innovative reconstruction methods, and the construction of supporting resources; (3) form a diverse team. The aim is to improve teaching quality, supply talents to the tea industry, and provide references for the reconstruction of teaching materials for other courses in higher vocational education.

Keywords: Vocational posts; Courses, competitions and certifications; Teaching material reconstruction; Tea culture and tea art

Online publication: July 7, 2025

1. Introduction

With the upsurge of the revival of traditional culture, courses on tea culture and tea art have become highly sought-after in higher vocational colleges. Many majors have successively offered elective courses related to tea culture and tea art. The scope of their audiences and practitioners has been continuously expanding, which also poses certain challenges to teaching materials on tea culture and tea art^[1]. Existing teaching materials for tea

culture and tea art have problems in terms of systematicness, practicality, and practical application. Research on the reconstruction of teaching materials is of great significance for improving the teaching quality of vocational education and cultivating high-quality technical and skilled talents needed by the market.

2. Requirements for teaching materials under the integration of vocational posts, courses, competitions, and certifications

2.1. Oriented towards job requirements

Talent cultivation serves job positions. The positions corresponding to tea culture and tea art courses include tea marketing personnel, tea art performers, and tea culture communicators. It is necessary to deeply analyze the specific responsibilities and work contents of these positions and adjust the teaching material content according to job requirements to match what is learned in school with what is needed in society^[2].

2.2. Centered around course teaching

Tea culture and tea art courses should construct a reasonable system based on different professional backgrounds. For example, for the Hotel Management and Digital Operation major, since high-end hotels have a tea-drinking service market, this course can be set as a professional or elective course. The Tourism Management major mainly cultivates tourism practitioners, and this course can be set as an elective course to enhance students' cultural connotations and aesthetic accomplishments and broaden their employment channels. For different types of courses, the focus of teaching material content reconstruction should vary.

2.3. Guided by skill competitions

Competitions are a way for students to enhance their self-confidence, gain a sense of honor, and understand the industry^[3]. They influence students' future career planning to some extent. Adhere to the principle of "promoting learning, teaching, and reform through competitions"^[4]. Integrate the regulations of provincial, municipal, and central-level skill competitions related to tea culture and tea art into the teaching material content, so as to organically combine daily teaching with skill competitions. This can enrich the teaching material content and make the teaching materials more cutting-edge^[5].

2.4. Guaranteed by qualification certificates

Certificates are an affirmation of students' abilities and also an industry's recognition of practitioners. Incorporate the relevant standards of certificates into the teaching material content of tea culture and tea art^[6]. Upgrade the learning process of students to a process of obtaining certificates, form an integration of teaching materials and certificates, effectively solve the problem of inconsistent teaching material content and certification content, improve the effectiveness of teaching materials, increase the passing rate of certification exams, and enhance students' employment competitiveness.

3. Analysis of the current situation of teaching materials for tea culture and tea art in higher vocational education

3.1. Problems in teaching material content

3.1.1. Disconnection from job requirements and lack of practicality

With the continuous expansion of the tea industry, some emerging tea forms have sprung up, such as mixed-

tea drinks, tea-based research and study tours, and tea-related cultural and creative products, which are warmly welcomed by the consumer market^[7]. Market changes have brought about changes in job requirements. However, the content of existing teaching materials for tea culture and tea art rarely introduces and describes these new forms. The teaching material content is inconsistent with social needs, resulting in students having a one-sided understanding of tea culture and tea art. Job-related cases also appear very rarely in teaching materials. These cases do not match the knowledge, and students cannot perceive the practical application of tea culture and tea art in job positions during the learning process, lacking the linkage between courses and jobs.

3.1.2. Imperfect curriculum system and lack of systematicness

Except for the tea-related majors that offer tea culture and tea art courses with systematic thinking and overall planning, for other majors, when setting up tea culture and tea art courses, they fail to deeply analyze the training objectives of the entire major and do not clarify the role and significance of this course in the curriculum system. The relevance between various courses is weak, and the curriculum system has not formed an organic whole, resulting in no obvious differences in the selection of teaching material content for different majors.

The definition of tea culture and tea art courses should be an interdisciplinary integration course, and its content involves many disciplines such as history, art, and marketing^[8]. Currently, in the curriculum system, the degree of interdisciplinary integration is not high, resulting in students having a narrow knowledge scope and affecting the cultivation of their comprehensive thinking and innovative abilities.

3.1.3. Insufficient attention to skill competitions and lack of practicality

Currently, most teaching materials for tea culture and tea art mainly focus on knowledge systems and pay little attention to provincial, municipal, and central-level tea-related skill competitions. The knowledge in teaching material chapters has not integrated the relevant standards of skill competitions. Students do not know what competitions are related to the course. Even when students participate in skill competitions, they often need to spend a lot of time learning and practicing anew, resulting in low recognition of the course content, insufficient attention to skill competitions, and low participation rates.

3.1.4. Inconsistent certificate standards and lack of normativity

The professional qualification certificate corresponding to tea culture and tea art courses is the Tea Art Specialist certificate, which has five levels: Level 5, Level 4, Level 3, Level 2, and Level 1. Currently, the content of most chapters in teaching materials for tea culture and tea art in higher vocational education does not match the requirements of professional qualification certificates, and the alignment of knowledge points in each chapter with the levels of tea art specialists is also vague. When students take the tea art specialist level certificate exam, they lack professional guidance and often have to explore and learn on their own or seek training from training institutions, which increases the difficulty of obtaining the certificate and reduces the efficiency of certification.

3.2. Analysis of the causes

3.2.1. Inadequate understanding of job positions

The reconstructors of teaching materials are mainly teachers who teach tea culture and tea art courses. Due to heavy teaching tasks and the high time cost of field research, when reconstructing teaching materials, they usually refer to similar books. There is a lack of comprehensive and in-depth research on tea-culture-and-tea-art-related job positions. Teachers, due to their professional nature, have rich teaching experience and a good command

of the course knowledge system. However, without industry experience and without participating in the actual operation of tea culture and tea art work, they are not familiar with the specific requirements of job positions and have difficulty grasping the specific details of job positions. Of course, maintaining good communication with cooperative enterprises can largely solve the problem of job-position understanding. However, good communication requires the full cooperation of both parties, and the depth and breadth of cooperation are greatly hindered by practical problems.

3.2.2. Weak awareness of overall planning

Since tea culture and tea art courses are set as elective or extended courses in other majors, the departments and teaching teachers do not pay enough attention to them. They do not deeply study the relationship between the course and the professional talent-training objectives, resulting in inaccurate course positioning and difficulty in complementing other courses. In addition, the communication mechanism among teaching teachers of this course is imperfect, resulting in weak course correlation. Teachers also lack the ability and experience of interdisciplinary teaching. There are differences in teaching content and methods among different disciplines, making it difficult to integrate disciplines.

3.2.3. Deviated understanding of competitions

Currently, the concept of teaching material reconstruction is knowledge-system-oriented. Although new-type teaching materials have emerged, the essence remains unchanged. First, the reconstructors fail to recognize the importance of skill competitions for students' growth and development and do not have the awareness of integrating competition standards. Second, the reconstructors themselves conduct little research on provincial, municipal, and central-level competitions, have difficulty obtaining competition information, and have no experience in guiding students in competitions. Third, the utilization of competition resources is insufficient. In competitions, not only can the scoring rules can be transformed into teaching material content, but also competition topics, excellent works, and competition videos can be part of the teaching material content construction. However, these resources are often ignored during the teaching-material-reconstruction process.

3.2.4. Unclear correspondence with certificates

The proposal of the concept of integrating teaching materials and certificates has made the corresponding certificates for tea culture and tea art courses clear. However, due to the reconstructors' insufficient research on the five levels of tea art specialists, they do not clearly understand the knowledge and skills required for different-level tea art specialists. When reconstructing knowledge, they tend to include the standard specifications of all five levels in the teaching material content, resulting in inaccurate certificate positioning of the teaching material content, discrepancies with the corresponding-level standards, and weak correlation.

4. Principles for the reconstruction of teaching materials for tea culture and tea art in higher vocational education

4.1. Based on courses

Courses are the key path for talent cultivation. When reconstructing course content, it is necessary to clarify the core and closely adhere to the teaching objectives. For example, the tea culture and tea art course for the Hotel Management and Digital Operation major aims to cultivate talents who love traditional culture, master tea

knowledge and skills, and can provide tea-drinking services in hotels^[9]. Therefore, a scientific teaching-material evaluation system with multiple indicators should be constructed, and multi-party evaluations should be carried out with timely feedback and optimization. Before reconstructing teaching materials, it is necessary to sort out and integrate the content, taking into account both theory and practice, and integrate information technology to enhance the interest^[10].

4.2. Oriented towards employment

Teaching materials serve the classroom, and the classroom serves job positions. Before reconstructing teaching materials, it is necessary to conduct a comprehensive and in-depth research on various tea-culture-and-tea-art-related job positions, understand the specific work content, skill standards, and professional-quality requirements of these positions. According to the research results, determine the key points and difficulties of course reconstruction, and delete the content that is inconsistent with or has a weak correlation with job requirements. During the reconstruction process, pay attention to the combination of theory and practice, introduce job-related cases, and highlight the practicality of teaching materials. In addition, it is necessary to organically integrate professional qualities into the knowledge points of each chapter. Job-related tasks can be set as project tasks or practical activities to cultivate students' comprehensive professional qualities during the learning process^[11].

4.3. Based on certificates

Tea culture and tea art courses in higher vocational education correspond to intermediate and advanced tea art specialist certificates. When reconstructing teaching material content, it is necessary to closely cooperate with certification institutions, jointly study the assessment key points^[12]. Certification institutions provide cases and new industry requirements and review the quality. Incorporate the certification outline and real-exam questions into the teaching materials, combine the content with the assessment key points, so that students can clarify their learning directions and improve their exam-taking abilities. At the same time, design practical teaching links according to the certificate assessment standards. For example, include the "innovative tea art" in the practical operation link of the advanced tea art specialist certification exam to ensure that the teaching materials meet the certificate standards, enhance students' employment competitiveness, and facilitate their career development.

4.4. Guided by competitions

Competitions and teaching materials complement each other, both aiming to cultivate talents for the tea industry. Competitions can directly test students' learning, bring a sense of accomplishment, and stimulate learning motivation. Provincial, municipal, and central-level skill competitions embody industry requirements and trends, reflecting industry work content, standards, and expectations for practitioners. Guided by their requirements, teaching material reconstruction can ensure the correct direction, enhance the depth and height. Select typical projects such as the specified tea art in tea-art competitions and integrate them into the teaching materials, and promote the reconstruction of teaching-material content with competition standards.

5. Tea art in higher vocational education

5.1. Organic integration of vocational posts, courses, competitions, and certifications

Integrate vocational posts, courses, competitions, and certifications, following the strategy of "job-oriented, certificate-standard, and competition-leading". First, classify the teaching-material knowledge points and present

them in a table with four columns: teaching materials, job positions, certificates, and competitions. Through in-depth research, fill in the requirements of tea-culture and tea-art-related job positions in the job-position column, the requirements of intermediate and advanced tea-art-specialist certificates in the certificate column, and the standards of provincial, municipal, and central-level competitions in the competition column. When selecting integrated knowledge points, if there is a corresponding item in only one column, directly replace it; if there are corresponding items in two columns, follow the standard of “certificate > competition” and integrate the unique content of the other column; if there are corresponding items in three columns, take the certificate as the standard, first integrate the unique standards of the competition, and then add the unique conclusions of the job position.

5.2. Innovative teaching-material reconstruction methods

(1) Form a diverse reconstruction team

Due to the particularity of vocational-education teaching materials, team members should not be limited to vocational-education teachers^[13]. Industry experts can provide cutting-edge knowledge and industry trends, enterprise experts can ensure that the content matches job-position requirements, and teachers from different schools can provide ideas from multiple academic perspectives.

(2) Reconstruct teaching materials in a project-based manner

Organize content around actual work projects, use task-driven methods, enable students to master knowledge and skills through practice, give full play to their self-learning abilities, and be close to the industry and aligned with certificates and competitions.

(3) Keep up with the trend of educational informatization^[14]

Digital teaching materials are the trend. They use multimedia and information technology to digitally process content and display it through electronic terminals. Digital teaching materials contain text, videos, etc., have strong interactivity, and can be updated, ensuring that they keep up with the era.

5.3. Construction of supporting teaching material resources

A single teaching material will soon be overlooked in the vast sea of teaching materials. A good teaching material must be supported by supporting teaching resources, so that its service life will be long and its application scope will be wide. Courseware makes the teaching material content more intuitive and concise. Without courseware, the teaching objectives are often difficult to fully achieve. Videos can stimulate learners' interest and promote the achievement of teaching objectives. Lesson plans are the key to guiding the unified implementation of teaching material content. Teachers can understand the reconstructors' intentions through lesson plans. Training-guidance manuals are the basis for practical-course teaching and are also a necessary supporting resource. In addition, online teaching platforms can break the limitations of time and space and provide students with more flexible learning methods. If there are supporting funds, the reconstruction team can also jointly build and share an online teaching platform^[15].

6. Summary

Based on the background of the integration of vocational posts, courses, competitions, and certifications, the requirements for the reconstruction of teaching materials for tea culture and tea art include being oriented towards job requirements, centered around course teaching, guided by skill competitions, and guaranteed by qualification certificates. Due to reasons such as reconstructors' inadequate understanding of job positions, weak awareness

of overall planning, deviated understanding of competitions, and unclear correspondence with certificates, there are four problems: disconnection from job requirements, inconsistency with certificate standards, imperfect curriculum system, and insufficient attention to skill competitions. When reconstructing teaching materials, it is necessary to follow the principles of being based on courses, oriented towards employment, based on certificates, and guided by competitions. Strategies such as the organic integration of vocational posts, courses, competitions, and certifications, innovative teaching-material reconstruction methods, and the construction of supporting teaching-material resources can be adopted. Under the concept of the organic integration of vocational posts, courses, competitions, and certifications, the reconstructed teaching materials for tea culture and tea art meet the requirements of higher-vocational-college textbooks, can effectively improve teaching quality, lay a foundation for supplying high-quality skilled and technical talents to the tea industry, and also provide ideas and references for the reconstruction of teaching materials for other courses in higher vocational education.

Funding

Key Project of Nanchong Vocational College of Culture and Tourism in 2023, “Research on the Reconstruction of Teaching Materials Content of ‘Tea Culture and Tea Art’ under the Background of the Integration of Vocational Posts, Courses, Competitions, and Certifications” (Project No.: JG2023A06); Phased Research Results of the Online Open Course, “Tea Culture and Tea Art” of Nanchong Vocational College of Culture and Tourism in 2023 (Project No.: KC2313)

Disclosure statement

The author declares no conflict of interest.

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