Digital and Intelligent Empowerment and Optimization Paths for the Education of Excellent Traditional Chinese Culture in Higher Vocational Colleges

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Abstract: In the new situation, higher vocational colleges actively explore the digital and intelligent development path of the education of excellent traditional Chinese culture, and fully leverage the empowering advantages of technological means. This is an inevitable part of implementing the digital education strategy and building a modern education system. Digital technology has opened up a new track for higher vocational colleges to continue the Chinese cultural heritage and optimize and innovate the education of excellent traditional Chinese culture, shaping a new educational development advantage for them. Based on this, combined with the new characteristics of digital and intelligent empowerment in the education of excellent traditional Chinese culture, this paper focuses on how higher vocational colleges can promote the digital and intelligent development of this education, aiming to enhance the educational connotation of higher vocational education and cultivate new-age digital craftsmen with ambition, courage, and confidence.

Keywords: Higher vocational colleges; Education of excellent traditional Chinese culture; Digital and intelligent empowerment

1. Introduction

Innovating ideological and cultural work with new meteorological actions and contributions is an important task for China to inherit and promote excellent traditional Chinese culture under the new situation. With the full arrival of the digital era, relying on digital and intelligent technology to open up new fields for the education of excellent traditional Chinese culture aligns with the core connotation of the National Propaganda and Ideological and Cultural Work Conference, providing new momentum for higher vocational colleges to strengthen their education in this area. Using digital means such as images, audio, and video to innovate the presentation forms of excellent traditional Chinese culture education in higher vocational colleges can significantly enhance its

educational effectiveness and maximize educational outcomes.

2. New characteristics of digital and intelligent empowerment in the education of excellent traditional Chinese culture in higher vocational colleges

2.1. Breaking the dualistic opposition in education morphology

In past education and teaching, higher vocational teachers were accustomed to expressing the core meanings of excellent traditional Chinese culture through forms such as images and text, and language, with teachers and young students in a dualistic oppositional relationship, that is, the traditional "teaching" and "learning" relationship [1]. With the increasing manifestation of the empowering advantages of digital and intelligent technology, profound changes have taken place in the methods and concepts of education in excellent traditional Chinese culture. On the one hand, the introduction of digital teaching modes such as VR experiences and virtual digital humans has gradually liberated young students from the monotonous classroom preaching, providing them with more personalized and innovative classroom experiences. For example, the National Museum of China has "hired" a virtual digital human, "Ai Wenwen," who wears Hanfu to explain the historical backgrounds and cultural values of the museum's collections to visitors. Therefore, higher vocational colleges can also utilize digital and intelligent technology to create new educational roles, further deepening young students' identification with excellent traditional Chinese culture by building an educational space that integrates virtual and real elements. On the other hand, the coordinated development of online and offline educational spaces has reshaped the one-way mode of information transmission from "subject to object," giving birth to the dual-directional interactive mode between subject and object [2]. Young students can use digital and intelligent technology to access richer and higher-quality cultural resources, and they can also engage in digital creation around cultural elements, thereby fully exerting their individual initiative in disseminating excellent traditional culture.

2.2. Achieving co-construction and sharing of educational resources

The level of socio-economic development is an important factor influencing the quality of education in excellent traditional Chinese culture in higher vocational colleges. For example, economically underdeveloped regions lack educational resources, and even if they possess profound historical and cultural heritage, the quality and efficiency of education in excellent traditional Chinese culture may be compromised due to the lack of cultural literacy among educational subjects [3]. With the widespread application of digital and intelligent technology, high-quality resources on excellent traditional Chinese culture are gradually flowing from economically developed regions to the whole country, achieving the unity of co-construction and sharing in digital development. Specifically, based on overall development and collaborative co-construction by all sectors of society, existing resources on excellent traditional Chinese culture are integrated into digital information forms, facilitating the replicability, mobility, and renewability of this culture. For example, China has developed the "National Smart Education Platform," which includes a module on "Education of Excellent Traditional Chinese Culture." This provides a practical guarantee for aggregating high-quality resources on excellent traditional Chinese culture nationwide and promoting the balanced development of higher vocational education. Additionally, relying on digital and intelligent technology to build diverse digital education learning platforms can provide higher-quality and equivalent educational services to a broader youth group. This not only achieves the co-construction and sharing of educational resources on excellent traditional Chinese culture but also contributes to advancing the connotative construction and modern development of higher vocational education [4].

2.3. Breaking temporal and spatial limitations in educational fields

Typically, higher vocational colleges conduct education on excellent traditional Chinese culture centered on the classroom. This educational field is relatively fixed and enclosed, so teachers can only provide relatively limited teaching content to young students in specific spaces, unable to repeatedly recreate grand historical scenes in educational practice, which further leads to difficulties in their deep understanding of the core connotations of excellent traditional Chinese culture [5]. With digital and intelligent empowerment, the traditional educational field dominated by offline classrooms has achieved integration with digital time and space. Higher vocational teachers can use digital and intelligent technology to reorganize educational elements and recreate educational scenes, thereby making excellent traditional Chinese culture come alive and providing young students with more authentic cultural experiences while breaking temporal and spatial limitations. On the one hand, digital and intelligent empowerment facilitates the spatial transformation of excellent traditional culture education in higher vocational colleges, enabling educational subjects to integrate high-quality educational resources in the cloud and develop virtual teaching spaces. Teachers and students can interact and collaborate using various media information in the virtual field, thereby building a community beyond spatial constraints. On the other hand, the perspective of the "all-time" time transformation allows higher vocational college teachers to use digital media to promptly capture hot materials and convert them into high-quality educational resources. Meanwhile, young students can also obtain diversified cultural resources from digital platforms. It is evident that with digital and intelligent empowerment, the education of excellent traditional Chinese culture in higher vocational colleges has broken through temporal and spatial limitations and possesses stronger radiation power [6].

3. The practice path of empowering higher vocational education in Chinese excellent traditional culture with digital intelligence

3.1. Strengthening ideological and political guidance and implementing moral education for personified virtue

Adhering to tradition while making innovations is fundamental to strengthening the education of Chinese excellent traditional culture in higher vocational colleges. The new generation of vocational students has grown up in a new era influenced by the interaction of digital intelligence technologies [7]. In this context, while digital intelligence technologies undoubtedly enrich the forms and content of education in Chinese excellent traditional culture, concealed yet erroneous values infiltrate into vocational students more sensationally through digital dissemination, subtly weakening their autonomy. This undoubtedly dilutes the orthodox status of Chinese excellent traditional culture and affects the efficiency of cultivating craftsman-type talents. Therefore, higher vocational colleges should take strengthening ideological and political education as the guide, aim for moral education for personified virtue, and integrate ideological and political education into the education of Chinese excellent traditional culture and professional education, thereby strengthening the ideological and value guidance of excellent culture and socialist core values among contemporary students. This has important practical significance for guiding young students to enhance their national identity and establish cultural confidence. It should be noted that traditional ideological and political education and traditional culture education, which mainly rely on classroom education, often adopt a unified approach of theoretical explanation and indoctrination while neglecting students' initiative, resulting in a significant reduction in educational effectiveness.

To this end, under the guidance of the fundamental task of moral education for personified virtue, higher vocational colleges can reorder the structural system of courses related to humanities literacy, such as

ideological and political education and education in Chinese excellent traditional culture, according to the talent training plan and curriculum standard syllabus for the digital age, and utilize new media platforms such as WeChat Official Accounts and Douyin to build a brand-new educational space, thereby creating a favorable cultural atmosphere [8]. This can not only firmly uphold the orthodox status of Chinese excellent traditional culture but also enable vocational students to consciously resist concealed yet erroneous values in the online society under the influence and infiltration of socialist core values.

3.2. Reshaping the educational ecology and cultivating digital craftsmen

Teaching content, teaching methods, and teachers are fundamental, crucial, and important starting points for higher vocational colleges to reshape the educational ecology of Chinese excellent traditional culture relying on digital intelligence technologies [9]. On the one hand, higher vocational colleges should prioritize cultivating teachers' digital craftsmanship literacy and nurturing "teachers" with leading characteristics in the digital age. To this end, as vocational teachers shouldering important responsibilities, they must profoundly recognize the core value of the educational philosophy that educating others begins with self-improvement and unwaveringly uphold this attitude. They need to diligently devote themselves to the process of self-improvement, diligently study and master ever-changing and continuously advancing advanced digital and intelligent technologies, and at the same time, deeply explore the treasure trove of Chinese excellent traditional culture to extract and promote those precious craftsmanship elements. Through such unremitting efforts, higher vocational teachers can establish a glorious model for students on the vast stage of education and teaching, not only through the imparting of knowledge but also through their own words and actions, giving full play to the important function of teaching by example, and leading students to steadily advance on the all-round growth path of knowledge and skills, moral character, and literacy. Extracting craftsmanship elements is the essence of higher vocational education, which enables teachers to lead students in forming good professional ethics and attitudes through teaching by example. On the other hand, utilize digital teaching methods to innovate education in Chinese excellent traditional culture. In specific teaching processes, teachers can focus on professional ethics and craftsmanship in Chinese excellent traditional culture and guide students to utilize virtual reality and augmented reality technologies for role-playing, allowing them to fully comprehend the charm of Chinese excellent traditional culture through immersive experiences [10].

3.3. Shaping educational roles and clarifying educational subjects

The education of excellent traditional culture in higher vocational colleges often focuses on real and perceivable "biological humans," namely, students. However, the widespread application of digital intelligence technologies in the education of excellent traditional culture has given rise to multiple subjects. Firstly, natural persons [11]. The application of digital intelligence technologies in the field of education does not alter the objective existence of traditional educational subjects. Therefore, natural persons have always been the main subjects for higher vocational colleges to carry out the education of excellent traditional culture. Secondly, virtual digital humans. The development of technologies such as virtual reality and mixed reality has facilitated the cyborg development of natural persons, allowing teachers to customize personalized virtual avatars according to their own needs and the characteristics of educational objects. For example, higher vocational colleges can utilize digital technologies to build digital scenes explaining the connotation and development context of Chinese excellent traditional culture and have virtual digital humans serve as tour guides, thereby reducing human resource costs [12]. Finally, high-imitation robots (mechanical bodies). Compared to virtual digital humans, high-imitation robots possess

objective entities and highly resemble natural persons in appearance. In recent years, the emergence of AI ultra-realistic anchors such as Wang Guan and the 0.4 version of "Qingxin" and other high-imitation robots has further enriched the educational roles in the education of excellent traditional culture in higher vocational colleges, evolving the previous single subject into a coexistence of natural persons, virtual digital humans, and high-imitation robots. However, the formation of multiple subjects has resulted in blurred educational roles, obscuring the delineation between educators and educatees.

To effectively highlight the characteristics of digital intelligence technologies in shaping educational roles, higher vocational colleges need to ensure the dominant role of natural persons, namely guiding teachers to establish digital teaching thinking in the practice of innovating the education of Chinese excellent traditional culture and prompting them to actively learn the basic theories of digital intelligence empowerment [13]. At the same time, higher vocational colleges can promote the shaping of dual-line collaborative educational roles by establishing and improving safeguard mechanisms, shaping new educational roles online, and filling the vacancies of subjects in the field of online teaching, thereby fully stimulating the active role of educational subjects.

3.4. Emphasizing digital expansion and innovating narrative systems

The graphic, audio, and video presentation and digital dissemination of the education of Chinese excellent traditional culture empowered by digital intelligence can enrich the aesthetic experience of vocational students and strengthen their emotional resonance [14]. To this end, higher vocational colleges can leverage modern digital technologies such as the metaverse and blockchain to build a narrative system of Chinese excellent traditional culture with modern educational significance, further highlighting the emotional connotation and aesthetic value of Chinese excellent traditional culture. Specifically, higher vocational colleges can leverage digital backfeeding to meet students' diverse emotional needs, namely relying on the intelligent algorithms of digital intelligence technologies to targetly analyze the psychological characteristics, ideological traits, and interest preferences of young students, and then select attractive narrative themes based on this foundation. Meanwhile, the updating of narrative discourse in Chinese excellent traditional culture should conform to the social development laws of the digital age and employ digital narrative language to promote the modern expression of traditional cultural symbols. This helps facilitate the integrated development of the core of traditional culture and modern elements, bringing Chinese excellent traditional culture to life through digital forms. Finally, higher vocational colleges can build digital media platforms, encourage young students to become creators who disseminate Chinese excellent traditional culture, and include them in the creation of narrative content of Chinese excellent traditional culture, thereby leading young students to enhance their identity with Chinese excellent traditional culture in wonderful sensory experiences [15].

4. Conclusion

The empowering advantages of Chinese excellent traditional culture in higher vocational colleges have gradually shifted from theoretical prospects to practical applications. In this new era, higher vocational colleges should continue to explore the digitalization and intelligent development path of education in the Chinese excellent traditional culture. Furthermore, by strengthening the guidance of ideological and political education, reshaping the educational ecology, shaping educational roles, and innovating narrative systems, they aim to cultivate high-quality digital craftsmen for the new era.

Disclosure statement

The authors declare no conflict of interest.

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