

## Article

# The Reconstruction and Practice of Chinese Teachers' Training System under the Background of "New Liberal Arts" Construction in Vocational Education

Cuiting Gao <sup>1,\*</sup><sup>1</sup> Department of General Education, Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China

\* Correspondence: Cuiting Gao, Department of General Education, Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China

**Abstract:** As China's international influence continues to grow and global economic integration deepens, the demand for Chinese language learning among foreign individuals and businesses is becoming increasingly urgent due to their career development needs. However, there are still shortcomings in the training of "Chinese + vocational skills" dual-competent teachers. The integration between the international Chinese language faculty and the vocational college faculty is not yet complete, making it difficult to precisely meet the urgent need for versatile professionals in the new era. This has become a critical issue that needs to be addressed in the current training of dual-competent teachers. This article thoroughly analyzes the requirements for Chinese language teachers in vocational education under the "New Humanities" initiative, discusses the problems in the current Chinese language teacher training system, proposes strategies for restructuring the Chinese language teacher training system, and demonstrates practical applications through real-world cases, aiming to provide valuable references for enhancing the level of Chinese language teachers in vocational education.

**Keywords:** vocational education; new liberal arts; Chinese teachers; training system; reconstruction

## 1. Introduction

In the ongoing evolution of vocational education, the development of "New Humanities" has become an important trend. Humanities education plays an indispensable role in cultivating students' humanistic qualities, thinking skills, and comprehensive vocational abilities. As one of the core subjects in humanities education, the quality of Chinese teachers directly impacts the effectiveness of Chinese language instruction in vocational education. In the context of "New Humanities", the traditional Chinese teacher training system is no longer adequate to meet new demands, making it imperative to reconstruct this system.

The "New Humanities" emphasizes the interdisciplinary, innovative, and practical characteristics. This requires Chinese language teachers to not only have a solid foundation in Chinese language knowledge but also possess an interdisciplinary perspective, innovative teaching methods, and strong practical skills [1]. However, the current vocational education system for training Chinese language teachers is still not fully aligned with the requirements of the "New Humanities" initiative in many areas.

Published: 03 July 2025



**Copyright:** © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

## **2. Requirements for Chinese Teachers in Vocational Education in the Construction of "New Liberal Arts"**

### *2.1. Interdisciplinary Knowledge Literacy*

In the context of "New Humanities", vocational education places higher demands on the knowledge structure of Chinese language teachers. Teachers must not only master core knowledge but also possess interdisciplinary skills in cultural industry management, media studies, and digital humanities. For instance, the cultural and creative industry integrates literary creation, brand planning, and visual communication, which a single literary background cannot adequately support students in creative expression and market transformation [2]. Teachers need to deeply understand new trends in cultural consumption, the internal mechanisms of industry operations, and the complex psychology of audiences, to skillfully integrate classroom knowledge with industry development, effectively stimulating students' cross-disciplinary thinking and professional adaptability. Additionally, digital technology is widely used in cultural dissemination, and teachers' understanding of new media platforms and content production processes is a critical support for teaching. Only through the deep integration of professional and interdisciplinary skills can the urgent need for composite and applied Chinese language teachers be met [3].

### *2.2. Innovative Teaching Ability*

The development of "New Humanities" emphasizes innovative thinking and interdisciplinary integration, presenting new challenges for Chinese language teaching in vocational education. Teachers should actively transcend the traditional one-way lecture model and implement a new teaching approach that focuses on students' needs, emphasizing interaction and experience. By adopting project-based learning, real-world scenarios can be integrated into the classroom, such as organizing students to write texts for the school history museum, plan campus cultural festivals, or produce local cultural documentaries. This approach deeply integrates language learning with vocational practice, making them complementary. Additionally, the application of modern educational technology is crucial. Using virtual reality (VR) to recreate scenes of ancient literary gatherings, or augmented reality (AR) to create immersive writing training spaces, not only significantly expands the scope of teaching but also effectively stimulates students' creative potential and enthusiasm for participation. In this process, teachers are not only knowledge transmitters but also designers of learning and integrators of technology. They must continuously update their teaching philosophies, enhance their digital literacy, and lead Chinese language education towards a new direction emphasizing intelligence and contextual relevance [4].

### *2.3. Strong Practical Ability*

The core objective of vocational education is to cultivate applied talents capable of serving regional economic and industrial development. To achieve this, teachers must not only have a solid foundation in language and literature but also possess practical skills that align with industry needs. For example, vocational school teachers should engage in practical activities, such as visiting enterprises to understand the industry's conditions and learn operational skills and advanced techniques, to better serve their students. In the era of converged media, the methods of cultural dissemination have undergone significant changes, and roles such as new media operations, content planning, and brand copywriting now demand higher standards for language expression [5]. Teachers should immerse themselves in the industry to understand its dynamics, participate in enterprise projects, and acquire new vocational skills such as scriptwriting for short videos, planning social media content, and analyzing public opinion. By integrating real-world work scenarios into classroom teaching, teachers can guide students to enhance their writing, communication, and information integration skills through simulated tasks, ensuring that language learning and professional qualities are developed concurrently. This approach

transforms knowledge transmission into skill development, effectively aligning teaching content with job requirements.

### **3. Problems Existing in the Current Vocational Education Chinese Teacher Training System**

#### *3.1. The Gap between Training Objectives and Professional Needs*

The current training objectives for Chinese language teachers in vocational colleges are outdated, still focusing on the analysis of literary texts and language standardization, while overlooking the urgent need for applied talents in vocational education. Teachers emphasize knowledge transmission over the integration of language skills and professional skills, with classroom instruction focusing on the reading and writing of selected texts, lacking practical language training in professional settings. This results in students struggling to meet the demands of new media copywriting and industry documents. This issue highlights that teacher training has not aligned with the requirements of "New Humanities" and fails to meet the urgent need for versatile language professionals in modern industries. In the context of digital humanities and intelligent education, teachers must have a solid academic foundation and cross-disciplinary practical skills to facilitate the transformation of Chinese education towards practicality and contextual relevance.

#### *3.2. The Curriculum System Is Unreasonable*

The current vocational education curriculum for Chinese language teachers has structural flaws. The curriculum design focuses heavily on traditional subjects like linguistics and literary theory, lacking application-oriented courses that closely align with professional practice. Teaching modules are rigid, and there is a lack of effective connections between knowledge units, making it difficult to form a cohesive educational synergy across different fields. For instance, in digital humanities, some institutions have not yet integrated this field into the teacher training framework, and they provide minimal training in skills such as text data processing and information visualization. This results in teachers being ill-prepared for the smart education environment. In classroom teaching, lectures still dominate, and project-based and situational teaching methods are underutilized [6]. Students rarely get the chance to engage in real-world professional tasks, leading to weak knowledge transfer skills. This curriculum structure, which is disconnected from real-world needs, not only undermines the leading role of the "new liberal arts" concept but also significantly limits the effectiveness of cultivating high-quality, versatile Chinese language teachers.

#### *3.3. The Teaching Mode Is Single*

Currently, teacher training programs predominantly use short-term, intensive courses, with their organizational models having become increasingly rigid. It is challenging to establish a systematic and progressive framework for skill enhancement. The training content is heavily focused on theoretical frameworks. The teaching environment is confined to traditional classroom lectures, lacking case studies and practical exercises based on real-world professional scenarios. Trainees often remain at an abstract conceptual level in areas such as text interpretation and teaching design, lacking practical experience in digital teaching environments and interdisciplinary integration. Furthermore, the training cycle is short and infrequent, and a regular professional development support mechanism has not yet been established. This makes it difficult to sustain the continuous evolution of Chinese education in the context of "New Humanities" and to effectively meet the urgent need for cultivating versatile language talents.

#### **4. Strategies for Reconstructing the Chinese Teacher Training System in Vocational Education**

##### *4.1. Clarify the Training Objectives*

Based on the strategic direction of "New Humanities" and the characteristics of vocational education, the goal orientation for training Chinese language teachers should be redefined. The focus should be on cultivating a teaching team with a composite knowledge structure, innovative teaching skills, and solid practical skills, which is a key point in the current reform. These teachers should not only have a deep understanding of language and literature but also be able to integrate digital technology, cultural dissemination, and vocational education theory, effectively bridging the gap between language studies and professional settings. In teaching practice, they should be able to flexibly apply project-based learning and scenario simulation strategies to ensure that course content aligns precisely with industry needs. Additionally, it is important to emphasize teachers' experiences and reflections in real-world professional settings, enhancing their ability to design teaching that makes abstract texts more concrete, thereby improving the relevance and effectiveness of Chinese language instruction in vocational education.

##### *4.2. Optimize the Curriculum System*

The curriculum system integrates interdisciplinary content from the cultural industry, media studies, and digital humanities, aiming to break down traditional disciplinary boundaries and enhance teachers' ability to integrate multidimensional knowledge. Courses such as "Cultural Industry and Chinese Application" and "Chinese Studies from a Digital Humanities Perspective" are designed to guide teachers in understanding the mechanisms of cultural production and media dissemination, thereby improving their ability to identify and integrate industry needs into teaching. Real-world project cases, such as the digital processing of local intangible cultural heritage texts and content planning for new media platforms, are introduced to help teachers understand the pathways of knowledge transformation in practical contexts. Practical components focus on the authenticity and complexity of professional scenarios, offering courses like "Practical Training in Corporate Chinese Copywriting" and "Practical Construction of Campus Cultural Brands", which involve immersive learning experiences for teachers in cultural media companies and the publicity departments of vocational colleges. By leveraging both on-campus and off-campus practice bases, a closed-loop training mechanism of "theory — simulation — practice — feedback" is established to comprehensively enhance teachers' teaching transferability and professional adaptability.

##### *4.3. Innovative Teacher Training Mode*

To establish a long-term training mechanism, it is essential to transcend the limitations of traditional short-term intensive training and develop a faculty growth system focused on continuous development. By adopting a hybrid "online + offline" training model, we can integrate high-quality resources to create a flexible, open, and sustainable learning environment. Online courses are modular, making them easy for teachers to learn independently; offline activities include workshops, observations, and discussions, which enhance practical experience. Extending the training period by combining intensive training with regular professional development can lead to continuous advancement in professional skills. The training content integrates the latest theories with industry practices, covering key areas such as copywriting, media operations, and brand communication. Practical experts are invited to teach, conducting scenario-based training around real projects to help teachers understand job requirements and hone their application skills. Additionally, university research teams are brought in to conduct specialized seminars, broadening academic perspectives and enhancing the integration of research into teaching.

## 5. Practice Cases of the Reconstructed Chinese Teacher Training System

Take a vocational college as an example. After recognizing the inadequacies of the traditional Chinese teacher training system, the school took proactive steps to reconstruct it.

### 5.1. *Adjust the Training Objectives*

The program aims to cultivate versatile Chinese language teachers who meet the demands of the cultural and creative industries and the new media sector. It emphasizes that teachers should not only have a solid foundation in language and literature but also possess skills in cultural and creative planning, digital content production, and multi-platform dissemination. In teaching practice, the program guides teachers to integrate traditional Chinese language literacy into contemporary media contexts, enhancing their cross-disciplinary integration and teaching innovation capabilities. By adopting a project-driven teaching model, the program encourages teachers to transform knowledge into practical skills through hands-on experiences in brand copywriting, new media editing and operations, and cultural product development, thereby increasing the course's professional relevance and practical applicability.

### 5.2. *Optimize the Curriculum Setting*

The curriculum has been expanded to include interdisciplinary courses such as "Introduction to Cultural and Creative Industries" and "New Media Communication and Chinese Application". These courses systematically introduce cutting-edge knowledge modules in cultural dissemination, media convergence, and digital content production, encouraging teachers to transcend traditional disciplinary boundaries and reshape the framework of their knowledge systems. By using case analysis, project simulation, and task-oriented teaching methods, these courses guide teachers to gain a deep understanding of the operational logic and industry requirements of the cultural and creative industry chain. In practical teaching, a two-way drive system has been established, combining "on-campus cultural and creative studios with off-campus enterprise training bases". Teachers participate in planning and executing real cultural projects and engage in phased on-site research at new media enterprises. This immersive environment enhances their content production capabilities and multi-platform communication skills, effectively enhancing the alignment between vocational education and industrial development.

### 5.3. *Innovative Teacher Training*

A long-term training mechanism has been established, leveraging a dual-track model of "online learning platform + offline concentrated seminars" to systematically integrate high-quality educational resources. The online platform features interdisciplinary knowledge lectures, teaching case libraries, and virtual simulation training modules, enabling teachers to independently plan their learning paths. Offline, workshops and teaching salons focus on typical issues in classroom teaching, promoting the exchange of experiences and the optimization of strategies. The training team includes senior designers from the cultural and creative industries and experts in new media operations. They deliver content aligned with current industry trends and incorporate real project operations to provide trainee teachers with practical, transferable teaching methods. After multiple rounds of training and task-driven exercises, the Chinese teachers at the school have significantly improved in teaching design, course implementation, and career orientation skills, successfully integrating language and literary literacy with industry needs, thereby significantly enhancing students' career awareness and job adaptability.

## 6. Conclusion

In the context of the deep integration of vocational education with "New Humanities", the restructuring of the Chinese language teacher training system has become a core component in enhancing teaching quality and supporting the goal of cultivating applied talents. This process involves not only innovating teaching philosophies and adjusting course structures but also shifting teachers' capabilities from language instruction to the development of diverse competencies. By establishing a "school-enterprise collaboration, dual-teacher co-cultivation" training mechanism, which integrates industry needs with practical teaching, the professional awareness and job adaptability of teachers have been significantly enhanced. Empirical studies show that teachers who participate in project-driven training demonstrate stronger systematic thinking and cross-disciplinary integration skills in curriculum design and teaching implementation. These findings highlight the importance of continuously exploring teacher training paths that align with evolving educational demands to promote the high-quality development of vocational education.

**Funding:** 2025 Annual Higher Education Teaching Reform Research Project of Hainan Province "Research on the Orientation of Chinese Teaching Staff Construction in Hainan Vocational Colleges under the Dual-Drive of 'Vocational Education Going Global' and the Construction of Hainan Free Trade Port" (Hnjg2025ZC-126).

## References

1. Z. Zhang, X. Jin, M. Liu, Y. Wang, J. Li, W. Zhou et al., "Factors influencing vocational education and training teachers' professional competence based on a large-scale diagnostic method: A decade of data from China," *Sustain.*, vol. 14, no. 23, p. 15871, 2022, doi: 10.3390/su142315871.
2. X. Jin, Y. Xu, W. Shi, Z. Zhang, J. Hu, and M. Lin, "The effects of a teacher development programme in Chinese vocational education on the efficacy and professional engagement of novice teachers," *J. Educ. Teach.*, vol. 49, no. 2, pp. 252–265, 2023, doi: 10.1080/02607476.2022.2072713.
3. Z. Zhao and L. Lu, "China's TVET teachers and their professionalization," in *Int. Perspect. Teach. Lect. Tech. Vocat. Educ.*, Dordrecht: Springer Netherlands, 2007, pp. 55–75, doi: 10.1007/978-1-4020-5704-5.
4. X. Zhang, L. Chen, W. Sun, M. Liu, Q. Zhou, and Y. Zhao, "Exploring the path for vocational teacher training in China's high-quality development era: Based on Germany's practice," *Vocat. Technol. Educ.*, vol. 2, no. 1, 2025, doi: 10.54844/vte.2024.0786.
5. X. Jin and W. Shi, "Novice teachers' teaching practices from the perspectives of expert teachers in the Chinese vocational education context," *Asia-Pac. Educ. Res.*, vol. 32, no. 5, pp. 719–728, 2023, doi: 10.1007/s40299-022-00689-8.
6. Y. Xu, "Research on higher vocational Chinese teaching system based on deep neural network," *Int. J. High Speed Electron. Syst.*, 2025, Art. no. 2540455, doi: 10.1142/S0129156425404553.

**Disclaimer/Publisher's Note:** The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of SOAP and/or the editor(s). SOAP and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.