ART & TECHNOLOGY PUBLISHING PTE. LTD.

2023 Volume 1, Issue 2

Education Innovation Research

ISSN (Online): 3029-1852 ISSN(Print): 3029-1844

The Water Culture Education Model of "Environment, Hall, and Play" is Used to Cultivate the Professional Spirit of Vocational College Students in the New Era

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Abstract

Under the backdrop of the new era, cultivating a professional spirit has become one of the essential tasks of college education. The traditional education model no longer suffices to meet the current social demand for talent. Thus, teachers must explore a new educational approach to nurture students' professional spirit. Among these approaches, the water culture education model of "environment, hall, and play" is extensively employed in vocational undergraduate training, showcasing undeniable educational value. Therefore, this paper aims to delve deeply into the effective methods of fostering the professional spirit of vocational college students in the new era, utilizing the water culture education model of "environment, hall, and play." The goal is to enhance students' training outcomes and promote their comprehensive development.

Keywords

Environment, hall, play
Water culture education mode
Cultivating professional undergraduate
Professional spirit in the new era

Online publication: November 19, 2023

1. Introduction

The water culture education model of "environment, hall, and play" holds significant educational value, particularly suited for the training of vocational undergraduates in the modern era. Through this education model, students can immerse themselves in real professional environments, fostering teamwork and communication skills, and enhancing self-confidence and leadership abilities, thus establishing a robust foundation for their future career development. Therefore, educators should actively advocate for and implement this education model to cultivate a greater number of outstanding talents imbued with a professional spirit.

2. Creating the "environment"

Field trips and visits play a pivotal role in promoting

environmental education and increasing awareness regarding water usage. By exposing students to locations associated with water culture, they can gain a profound understanding of the significance and fluctuations of water, thereby augmenting their comprehension of water resource utilization and environmental conservation. Organizing excursions to natural bodies of water such as rivers, lakes, and reservoirs allows students to witness the magnificence and importance of water firsthand. Observing water flow, lake ripples, and reservoirs brimming with precious water instills in students a sense of wonder and appreciation for the irreplaceable nature of water, thereby stimulating their consciousness toward water conservation. Moreover, arranging visits to water conservancy projects enables students to grasp the utilization and management of water resources. Visits to water irrigation systems, hydropower stations, etc., coupled with explanations and observations, elucidate how water conservancy projects facilitate the rational utilization of water resources. For instance, students can observe how irrigation facilities aid farmers in efficiently utilizing water and how hydropower plants harness water to generate electricity. Such field trips deepen students' comprehension of the importance of water utilization. Furthermore, organizing visits to the Museum of Water Culture proves to be an effective strategy [1-5]. The museum exhibits art, history, and culture related to water, guiding students through interpretations and exhibits to a deeper understanding of water's pivotal role in human development. By observing exhibits and perusing documents, students gain insight into historical water usage practices and the formation and transmission of water culture. This enhances students' appreciation of the value of water resources, motivating them to prioritize the protection and sustainable use of water resources [6].

3. Building a "hall"

Establishing a teaching environment imbued with the essence of water culture is a crucial educational endeavor. Throughout the educational process, educators should not solely focus on imparting knowledge but also on nurturing students' overall quality and humanistic sensibilities. Water culture serves as a thematic thread that can weave through the entirety of education, touching upon not only teachers' understanding and utilization of water in daily life but also their survival, development, and future prospects. Hence, constructing a "hall" environment with characteristics of water culture holds utmost significance. Integrating water culture content into classroom instruction enables students to deepen their appreciation of the importance of water resources. Educators can elucidate the background, values, and challenges of water culture using diverse teaching resources and case studies. For instance, students can delve into topics such as the origin, distribution, and circulation of water, intertwined with discussions on environmental conservation and sustainable development [7,8]. Such approaches foster students' realization that water is a precious resource necessitating care and protection. Engaging students in class discussions and presentations encourages active participation in the learning process. Guided by teachers, students can engage in group discussions to explore the causes and solutions of water-related issues. Concurrently, field trips and experimental demonstrations afford students practical insights into water resource utilization and management. For example, organizing visits to sewage treatment plants and urban reservoirs enables students to witness water utilization processes and contemplate strategies to mitigate water waste and pollution. Furthermore, leveraging multimedia and diagrams proves effective in constructing a "hall" environment infused with water culture attributes. Utilizing multimedia technology, teachers can visually convey information about water resources through images, videos, and other formats. Additionally, employing charts and statistics aids in providing students with a more intuitive grasp of water resource distribution and utilization. Such modalities pique students' interest and initiative, fostering their active engagement in the learning process. Building a teaching environment characterized by water culture transcends the confines of the classroom. Apart from classroom instruction, schools can organize water resource-themed activities and engage students in practices aimed at water resource conservation, thereby instilling in them an acute awareness of the indispensability of water resources in life. Concurrently, collaboration with various societal sectors enables schools to jointly conduct water resources education initiatives, fostering the holistic development of students' qualities and humanistic sensibilities [9-13].

4. Carrying out "play"

Engaging in captivating "play" during practical activities proves instrumental in fostering students' professional spirit. Students can partake in simulated water conservancy projects, environmental protection initiatives, and emergency response exercises, thereby immersing themselves in the responsibilities and challenges inherent in professional roles. By assuming various roles, students gain firsthand experience of the intricacies and hurdles encountered in different professions, thereby deepening their comprehension and interest in the field. Additionally, educators can orchestrate water culture-related competitions, speech contests, and collaborative group projects to fortify students' teamwork ethos and innovation prowess. For instance, water culture competitions can feature a myriad of intriguing challenges for students to tackle individually or as a team. In speech contests, students have the opportunity to expound upon water culture topics of personal interest, articulating their viewpoints and ideas. Collaborative group projects, such as designing water conservancy projects or formulating environmental protection plans, encourage problem-solving through cooperation, thereby honing students' innovation and teamwork acumen. These practical endeavors not only enhance students' professional competencies but also cultivate their communication, organizational, and problem-solving skills. Through these immersive "plays," students gain valuable insights into and adaptability to the future career environment [14-19], laying a sturdy foundation for their future endeavors.

5. Personality development and career planning

"Environment" entails assisting students in sensing and experiencing the professional spirit within the realm of water culture through the establishment of a tailored learning environment. Schools can organize visits to water culture-related enterprises and exhibitions, enabling students to intimately engage with authentic professional settings and comprehend the essence of professional spirit. Additionally, offering courses on water culture, such as introductory modules and media studies, empowers students to deeply grasp the significance and evolution of water culture, fostering a profound affection and sense of responsibility toward it. "Hall" aims at nurturing students' professional qualities and abilities through educational instruction. Teachers should prioritize cultivating students' innovative spirit and teamwork prowess, utilizing methods like group collaboration and practical projects to provide hands-on experience and elevate their professional proficiency. Simultaneously, educators must instill in students a strong sense of professional ethics and values, guiding them in establishing correct professional principles through teachings on ethics and norms. "Play" entails enabling students to experience the professional spirit through career simulations, practices, and training. Schools can collaborate with relevant enterprises and institutions to offer internship and training opportunities, allowing students to actively partake in professional practices, comprehend career expectations, and prepare for their future endeavors. Throughout the practice and training process, schools can assign dedicated instructors to guide students' internships, address encountered challenges, and furnish feedback and guidance, thereby further refining students' professional qualities. The water culture education model, centered on "environment, hall, and play," underscores personality development and career planning, facilitating the cultivation of professional spirit among undergraduate students in the modern era. By fostering a conducive learning environment, imparting educational instruction, and facilitating practical experiences, students are enabled to perceive the professional spirit, cultivate professional qualities, and establish a robust foundation for their career development. It is anticipated that through the implementation of this water culture education model, the professional spirit of undergraduate students in the modern era will be more effectively shaped and developed [20].

6. Conclusion

Through the comprehensive deployment of the aforementioned strategies, coupled with the "environment, hall, and play" water culture education model, the professional spirit of undergraduate students in the modern era can be effectively cultivated, enhancing their overall quality and professional aptitude to meet the challenges of future society.

Funding

Shandong Provincial Institute of Higher Education's Higher Education Research Special Topic (Project Number: 2023.04)

Disclosure statement

The authors declare no conflict of interest.

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