

The Research on Communication Pathways for Ethnic Education in Secondary Vocational Schools

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ABSTRACT

Amid globalization, ethnic cultural inheritance confronts significant challenges. As crucial institutions for cultivating technical and skilled professionals, secondary vocational schools bear substantial responsibility for preserving ethnic culture. Addressing the limited research on ethnic education communication pathways in secondary vocational settings, this study establishes a comprehensive three-dimensional framework encompassing theoretical education, ideological education, and aesthetic education. The research reveals that theoretical education strengthens the knowledge foundation for ethnic cultural transmission by integrating, ethnic culture, and pedagogical practice; ideological education leverages campus culture, practical activities, and digital media platforms to foster spiritual motivation for ethnic cultural dissemination; aesthetic education broadens artistic channels for ethnic cultural transmission through ethnic artist participation, digital technology integration, and professional curriculum alignment. These three pathways are mutually reinforcing, forming an integrated communication system. The study demonstrates that ethnic education communication pathways in secondary vocational schools exhibit distinctive vocational characteristics, achieving seamless integration between ethnic cultural preservation and professional skills development, thereby fulfilling the objective of cultivating morally grounded and technically proficient individuals. Constructing effective communication pathways enhances students' ethnic cultural identity and cultural confidence, develops high-caliber technical professionals with exceptional skills and profound cultural foundations, and provides theoretical framework and practical guidance for high-quality secondary vocational education development and ethnic cultural inheritance and innovation.

KEYWORDS

Secondary vocational schools; Ethnic education; Communication pathways; Vocational education; Cultural inheritance

1 Theoretical education and ethnic education communication pathways

1.1 Theoretical education: conceptual framework and significance

The 2020 "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in the New Era" explicitly mandates "promoting Chinese aesthetic education principles, cultivating individuals through beauty, and refining character through aesthetic experiences," emphasizing aesthetic education integration throughout talent development processes. Within secondary vocational education, theoretical education prioritizes cultural literacy cultivation and theoretical cognitive enhancement, facilitating student development into high-caliber skilled professionals. Secondary vocational theoretical education encompasses two dimensions: foundational ethnic theory acquisition and the integration and innovation of ethnic cultural professional competencies. Through systematic theoretical instruction, students can thoroughly comprehend ethnic cultural significance and value, strengthen national identity, and establish robust cultural foundations for career advancement.

1.2 Theoretical education's role in ethnic education communication

Theoretical education serves fundamental and directive functions in ethnic education communication. Integrating Party ethnic theory with professional skills training, enhancing student understanding and cognition of ethnic culture, and leveraging ethnic culture's character-building influence constitute essential foundations for comprehensive student development. For instance, incorporating traditional ethnic minority crafts into vocational literacy curricula helps students appreciate diverse ethnic cultural contributions to Chinese civilization while providing cultural support for professional skills acquisition. Preserving exemplary ethnic culture represents a crucial measure for implementing contemporary Party educational policies and ensuring enhanced cultural confidence. Secondary vocational schools should proactively inherit and disseminate outstanding Chinese ethnic culture, guide students toward appreciating national heritage, facilitate subtle ethnic cultural transmission, and cultivate technical professionals possessing both

professional expertise and profound cultural foundations.

1.3 Optimization strategies for theoretical education communication pathways

To enhance theoretical education effectiveness in ethnic cultural dissemination, secondary vocational schools should strengthen diversified integration and establish curriculum systems with distinctive vocational characteristics.

First, Theory Integration. Thoroughly implement government requirements for "forging a strong sense of Chinese national community," comprehensively interpret socialist ethnic theory with Chinese characteristics, deepen ethnic unity and progress education, and cultivate patriotic youth with cultural grounding, idealistic vision, and commitment to national development.

Second, Ethnic Cultural Integration. Establish ethnic cultural education resource repositories and organize exemplary ethnic educational materials suited to secondary vocational student characteristics. Develop textbooks combining ethnic and professional features, transform ethnic cultural research outcomes into curricular content, and systematically advance ethnic cultural dissemination. Simultaneously, increase ethnic cultural representation within ideological and political curriculum frameworks, comprehensively promoting curricular ideological and political construction according to "Secondary Vocational School Ideological and Political Curriculum Standards."

Third, Teaching Practice Integration. According to professional characteristics and training objectives, organically combine excellent ethnic cultural elements with professional course content. By incorporating ethnic crafts, historical narratives, and intangible cultural heritage into professional instruction, encourage students to utilize ethnic elements as vehicles for skill innovation and creative expression, conduct ethnic cultural thematic learning activities, and guide students toward establishing proper cultural and national perspectives.

2 Ideological education and ethnic education communication pathways

2.1 Ideological education: conceptual framework and significance

Contemporary ideological and political education establishes comprehensive objectives that provide clear direction for secondary vocational educators. Exemplary ethnic culture constitutes vital educational resources for ideological and political instruction, with ethnic cultural inheritance serving as a crucial approach for cultivating student values and worldviews within vocational education. In secondary vocational systems, as students deepen their understanding of ethnic culture, their comprehension of Chinese national community strengthens, enabling them to connect personal career aspirations with national development goals, thereby generating powerful momentum for realizing the Chinese dream.

As a fundamental vehicle for moral cultivation in secondary vocational institutions, ideological education must address not only professional skill development but also character formation and ethnic sentiment cultivation, establishing ideological foundations for developing high-caliber skilled professionals with both moral integrity and technical competence.

2.2 Ideological education's role in ethnic education communication

Exemplary ethnic culture provides motivational sources for student growth and success, serving as the cultural foundation for constructing secondary vocational students' spiritual identity. Cultural prosperity strengthens nations, while strong cultures empower peoples. The Chinese nation possesses profound cultural heritage that serves as a knowledge source for young people, helping students expand their ethnic cultural understanding, enhance moral cultivation and cultural literacy, and guide proper value formation.

Ideological education integrates comprehensively with ethnic culture. Exemplary ethnic culture provides rich materials and profound heritage for ideological instruction, while ideological education offers effective pathways for inheriting and developing outstanding ethnic traditions. These elements mutually reinforce each other, providing robust spiritual impetus for comprehensive secondary vocational student development.

2.3 Optimization strategies for ideological education communication pathways

To enhance ideological education's role in ethnic cultural dissemination, secondary vocational schools should emphasize teacher-student interaction and establish open platforms for ideological exchange.

Campus Culture Integration. Leverage professional characteristics to develop diversified campus cultural activities with ethnic features tailored to different program characteristics. Construct campus ethnic cultural performance platforms through ethnic craft exhibitions, traditional skill demonstrations, and ethnic cultural festivals. Organize ethnic-themed skill competitions and cultural contests to stimulate student learning interest and participation enthusiasm while enhancing understanding of diverse ethnic cultures.

Practical Activity Integration. Utilize opportunities such as summer social practice, volunteer service, and social internships to encourage students to experience ethnic regional development and immerse themselves in traditional cultural richness. Establish ethnic learning environments with vocational education characteristics, organize student enterprise and community engagement, and use practical actions to strengthen students' ethnic responsibility and professional mission awareness.

New Media Platform Integration. Employ new media platforms including Weibo, WeChat, and TikTok to expand ideological education dissemination channels and cultivate students' Chinese national community consciousness through multiple venues. Strengthen ethnic cultural guidance in new media dissemination, accurately control public opinion direction, and effectively protect and promote exemplary ethnic culture.

3 Aesthetic education and ethnic education communication pathways

3.1 Aesthetic education: conceptual framework and significance

Aesthetic education cultivates students' aesthetic capabilities and artistic accomplishments through art instruction, aiming to present ethnic culture artistically while enhancing students' appreciation of ethnic cultural arts. Integrating ethnic culture into aesthetic education represents a distinctive approach for ethnic cultural dissemination, expressing ethnic cultural essence and sentiment through artistic media to generate emotional resonance across different ethnicities.

In secondary vocational institutions, aesthetic education serves not only as essential quality education content but also as a vital pathway for ethnic cultural transmission. Secondary vocational students function as both ethnic art appreciators and future ethnic cultural transmitters. Through aesthetic education, students can integrate ethnic cultural elements into professional skills acquisition, achieving inheritance and innovation of exemplary ethnic traditions.

3.2 Aesthetic education's role in ethnic education communication

Aesthetic education's role in ethnic education communication manifests in two primary dimensions: learning exemplary ethnic art theories through professional curricula to inspire secondary vocational students as ethnic cultural inheritors, and promoting ethnic cultural subjectification, systematization, and professionalization. As emerging forces in ethnic cultural dissemination, secondary vocational students use artistic theoretical learning as their foundation, enhancing ethnic cultural aesthetic capabilities and creative abilities during the learning process, strengthening ethnic cultural pride, and advancing ethnic cultural creative development.

Innovation in ethnic education dissemination occurs through artistic creation. Secondary vocational professional courses address gaps in students' ethnic cultural knowledge, fully utilizing new technologies to innovate ethnic cultural artistic expression, transcending ethnic cultural temporal and spatial limitations, and positively promoting ethnic artistic dissemination.

3.3 Optimization strategies for aesthetic education communication pathways

With the extensive introduction of Western art education theories, traditional culture has been somewhat neglected, affecting students' comprehensive understanding of traditional ethnic culture. Ethnic cultural inheritance and development constitute essential components of enhancing national cultural soft power, with exemplary ethnic culture serving as vital resources for secondary vocational aesthetic education.

First, Ethnic Artist Participation in Instruction. Through "teaching, mentoring, and guidance" approaches, ethnic cultural essence is transmitted to students. Secondary vocational schools should actively cultivate new vehicles for ethnic cultural dissemination, guiding students to deeply explore ethnic cultural cores in professional skills learning and artistic creation, integrate contemporary expression forms, and establish new pathways for ethnic cultural inheritance and transmission.

Second, Digital Technology Integration for Innovation. Utilize digital technology to integrate traditional cultural resources, restore ethnic cultures difficult to present physically, and advance ethnic cultural inheritance and protection.

Maximize virtual reality technology applications to construct immersive ethnic cultural experience spaces, enabling students to appreciate ethnic cultural charm through cultural immersion.

Third, Professional-Ethnic Cultural Integration Deepening. Encourage students to create cultural works based on exemplary ethnic cultures, deeply integrate ethnic cultural resources with professional competencies, and demonstrate ethnic cultural distinctive beauty through diverse forms. Through professional creation, establish profound contact with ethnic cultures, cultivate deep ethnic cultural sentiment, and achieve close integration between ethnic cultures and personal professional expression.

4 Conclusion

This study addresses the critical issue of ethnic education communication pathways in secondary vocational institutions. Through systematic examination of theoretical education, ideological education, and aesthetic education dimensions, this research constructs a comprehensive framework for ethnic education communication pathways in secondary vocational contexts. The findings demonstrate that theoretical education establishes robust knowledge foundations for ethnic cultural dissemination, ideological education provides substantial spiritual motivation, and aesthetic education creates dynamic artistic pathways. These three approaches are mutually reinforcing, collectively forming an integrated communication system. The ethnic education communication pathways in secondary vocational schools exhibit distinctive vocational characteristics, organically combining ethnic cultural inheritance with professional skills cultivation to achieve the objective of developing individuals with both moral integrity and technical competence. Within the globalization context, constructing effective ethnic education communication pathways enhances secondary vocational students' ethnic cultural identity and cultural confidence while cultivating high-caliber technical professionals possessing both exceptional professional competencies and profound cultural foundations. Currently, ethnic education communication in secondary vocational institutions confronts challenges including faculty development, curriculum system enhancement, and practice platform construction. Future research should prioritize empirical investigations, thoroughly exploring specific implementation strategies for ethnic education communication across diverse programs and regions within secondary vocational schools. Such research will provide robust theoretical support and practical guidance for advancing high-quality secondary vocational education development in China and promoting ethnic cultural inheritance and innovation.

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