

Difficulties and Breakthroughs in Cultivating Craftsmanship Spirit in Vocational Colleges under Modern Apprenticeship System

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Abstract: *Vocational colleges are designed to cultivate high-quality and skilled talents that meet the needs of social and economic development, so that students' skills and knowledge can better match the actual job requirements. Modern apprenticeship is the main development model for vocational colleges to cultivate talents. The organic combination of vocational colleges, modern apprenticeship, and craftsmen is the key to improving the quality of talent cultivation. Starting from modern apprenticeship production, this article analyzes the difficulties faced by vocational colleges in cultivating the spirit of craftsmanship, and combines the four main bodies of "family, school, government, and enterprise" to explore the cultivation strategies of vocational college students' craftsmanship spirit. The aim is to solve the practical difficulties and improve the quality of vocational college talents, which will help China move towards high-quality economic development.*

Keywords: Modern apprenticeship system; Vocational colleges; Craftsmanship spirit; Cultivation dilemma; Breakthrough strategy.

1. INTRODUCTION

In 2014, the pilot of modern apprenticeship system was first proposed in the document "Decision of the State Council on Accelerating the Development of Modern Vocational Education", which requires "to carry out joint enrolment of schools and enterprises, improve the support policy, and promote the integration of schools and enterprises in the cultivation of human beings". The 2016 Work Points of the Ministry of Education mentioned the need to "promote the pilot of modern apprenticeship system". In 2019, the State Council issued the National Vocational Education Reform Implementation Programme, pointing out that the world is in a period of industrial transformation and upgrading, and rapid adjustment of the economic structure, and that vocational education is playing a more and more important role. In 2024, General Secretary Xi, while attending the deliberations of the Jiangsu delegation at the second session of the 14th National People's Congress, proposed, "We have to do a good job of vocational education in a practical way, establish the spirit of craftsmanship, and cultivate great national craftsmen on the front line one by one." In recent years, the state has attached increasing importance to vocational education, the development of which cannot be separated from the quality of talent training. General Secretary Xi Jinping's important instructions for the reform and development of vocational education in the new era has pointed out the way forward and provided a fundamental guideline, and the implementation of the important instructions of General Secretary Xi Jinping and the spirit of the National Conference on Vocational Education is an important task for the current and future period. [] In view of the current dilemma facing the cultivation of craftsmanship in vocational colleges and universities, the government, enterprises and schools must take up the noble mission and responsibility of cultivating craftsmen, strengthen the combination of theory and practice, and the correlation between students' vocational qualities and technical skills, so as to lay a solid foundation for cultivating great national craftsmen and highly skilled compound talents.

2. CONNOTATION OF MODERN APPRENTICESHIP AND CRAFTSMANSHIP

2.1 Modern Apprenticeship System

Under the perspective of modern apprenticeship system, the cultivation of craftsmanship in vocational colleges and universities is particularly important. 2014, the Ministry of Education put forward an educational model that integrates the traditional apprenticeship training and the concept of modern vocational education - modern apprenticeship, which has attracted widespread attention in the field of education at home and abroad in recent years, and the core lies in the close integration of schools and enterprises, masters and apprentices. The core of the system lies in the close integration of schools and enterprises, masters and apprentices, and the organic combination of theory and practice, so as to cultivate high-quality talents with professional skills and vocational

qualities. It is necessary to give full play to the coordinating role of the government, carry out the pilot work of modern apprenticeship according to local conditions, and adhere to the principles of win-win co-operation and sharing of responsibilities. In this context, vocational colleges and universities, as an important base for cultivating skilled personnel, have become a hotspot for research on the cultivation of their craftsmanship.

2.2 Craftsmen and Craftsmanship

The word "artisan" of craftsmanship can be traced back to "Zhou Li - Kaogong Ji": "Those who know create things, those who are clever describe them, and those who keep them are called craftsmen." "Craftsman, woodworker also." By consulting the Ancient Chinese Dictionary, "artisan" can be interpreted as a handicraft worker with a long history of craftsmanship, and in modern times is known as a master craftsman or technician, such as a carpenter, a stonemason, a dyer, a seamstress, a blacksmith, and so on. "Craftsmen were born in the Spring and Autumn and Warring States periods, and are a social occupation that has existed and developed throughout China's long history. The gradual separation of agriculture and handicrafts due to the renewal of productivity led to the need for more efficient tools, which promoted the development of craftsmen's skills; the rise of cities provided conditions for the centralisation of production and trade for craftsmen, and the large number of consumers and market demand in the cities facilitated exchange and cooperation among craftsmen, which contributed to the development of craftsmen's groups. Artisan culture plays a crucial role in the changing times of the Chinese nation. Craftsmanship, first proposed by Nie Shengzhe, refers to a kind of professional spirit, which is a kind of professional value orientation and behavioural performance of the practitioners, with the basic connotation of dedication, excellence, concentration and innovation, etc. It is an important carrier for the inheritance and development of the excellent Chinese culture, and an important yardstick for the progress of social civilization. Craftsmanship highlights the excellence of professional skills and emphasises the respect and inheritance of traditional educational values. The main chord of today's social development is to inherit and promote the spirit of craftsmanship, which, at the individual level, is a kind of conscientiousness and dedication; at the enterprise level, it is the entrepreneurial spirit, including the spirit of innovation, dedication, and perseverance; and at the national level, it is the spirit of striving for excellence. Craftsmanship is essentially a correct professional attitude towards labour and the pursuit of professionalism, which is continuously accumulated and formed by workers in their work practice and study.

3. THE CURRENT SITUATION OF CULTIVATING ARTISANAL TALENTS UNDER THE MODERN APPRENTICESHIP SYSTEM

Vocational colleges and universities have received better development under the support of the state, and have also cultivated many talents to meet the needs of the development of the times, but there is still a certain gap compared with the proportion of skilled talents developed in the West, due to the lack of a correct understanding of the spirit of craftsmanship, and the lack of a full understanding of the profound connotation of the spirit of craftsmanship and the value of the times. Therefore, China urgently needs to cultivate a large number of skilled talents with the spirit of craftsmanship, and under the drive of excellent Chinese craftsmen, to produce products with Chinese characteristics, to raise the new height of the Chinese brand, and to drive China's economy towards a brand new stage of high-quality development. The connotation of craftsmanship, which sprouted in the handicraft era and grew up in the era of large-scale industry, is also advancing with the times, gradually becoming a powerful support for building a manufacturing power and a cultural power, and guiding China's progress towards an innovative country. At present, the State and the Ministry of Education have promulgated a series of laws and regulations and a variety of measures to promote the development of industry-teaching integration and school-enterprise cooperation in vocational colleges and universities, and have put forward a plan for the construction of high-level high-vocational schools and professions with Chinese characteristics, including a high level of school-running capacity and a high quality of industry-teaching integration, which is not only to meet the needs for the development of the vocational colleges and universities themselves, but also to enhance the needs of China's international competitiveness.

However, vocational colleges and universities have encountered a number of obstacles in the process of promoting the implementation of modern apprenticeship. For one thing, there is a conflict of value goals between enterprises and institutions. Enterprises operate to maximise profits as the law of survival of economic organisations, the pursuit of economic benefits to achieve their own economic value; vocational colleges and universities are to cultivate high-quality and highly skilled personnel to adapt to the social and economic development of the needs of students, so that the skills and knowledge of students to better match the needs of the actual positions, school-enterprise cooperation is only "in form". Secondly, the quality assurance system of school-enterprise

cooperation has not been fully established. The "dual-teacher" teacher team promotes the development of skills and knowledge of students in vocational colleges and universities, but the teachers of enterprises know less about the school professional settings, textbook development, the establishment of training bases and other school conditions, and the teachers in the school have not personally practiced the operation of the equipment and technical processes of enterprises, so the two sides have failed to form a synergy of human education. Third, some vocational colleges and universities attach importance to the development of students' technical skills but ignore the essence of talent training - the cultivation of craftsmanship, due to time and space constraints, the master and apprentice technical exchanges can only be completed in the master's free time, and the inheritance of craftsmanship is not a one-step process, the need for the master's long-term inculcation to be able to achieve. It can only be achieved under the long-term cultivation of the master. Therefore, the cultivation of craftsmanship under the modern apprenticeship system is still insufficient.

4. ANALYSIS OF THE DILEMMA AND CAUSES OF CULTIVATING CRAFTSMANSHIP IN VOCATIONAL COLLEGES UNDER MODERN APPRENTICESHIP SYSTEM

Modern apprenticeship system is the product of the integration of traditional apprenticeship training and current teaching mode. Cultivation of craftsmanship in vocational colleges and universities faces many dilemmas, which come from the internal limitations of the education system and are also closely related to the changes and challenges of the external environment.

4.1 Dilemmas of Cultivating Craftsmanship

4.1.1 Lack of cultivation awareness

Only with "craftsmen" and "craftsmen" can we cultivate "craftsmen". Cultivating students' craftsmanship is the soul of modern apprenticeship system, but individual pilot projects lack of cultivation of craftsmanship. On the one hand, from the perspective of school management, some vocational colleges and universities focus too much on the employment rate and enrolment scale, and pay attention to the cultivation of craftsmanship only at the level of documents and slogans. In terms of curriculum, they focus on professional skills courses but not on vocational quality courses, and they have not built a systematic teaching system for the cultivation of craftsmanship, which makes the cultivation of craftsmanship lack of strong support in school education. On the other hand, in the traditional concept, vocational education is often regarded as inferior education, and it is believed that vocational colleges cultivate manual labourers, and there is a lack of broad awareness of the value and significance of craftsmanship, and the social status is not high. At the same time, the degree of social recognition and respect for craftsmanship needs to be improved, which to some extent weakens the social foundation for the cultivation of craftsmanship. When students choose their majors, they are more inclined to employment prospects and salary, and lack in-depth understanding of the vocational requirements and professional spirit corresponding to their majors. In short, school management, society and students do not have a good understanding of the cultivation of craftsmanship, resulting in the slow development of the cultivation process.

4.1.2 Incomplete evaluation standards

In the process of implementing the modern apprenticeship talent cultivation mode, the evaluation standards of students should be formulated by enterprises and schools, and enterprises and schools are the indispensable subjects of cultivating craftsmanship in vocational colleges and universities, while the evaluation system of craftsmanship still exists problems such as lack of detailed standards and fuzzy indexes. First, the evaluation indicators are vague and general. Most vocational colleges and universities only stay at the surface when defining the evaluation of students' performance, without fully considering the efforts made by students behind the scenes. For the evaluation of "innovation", the evaluation is based on the number of projects participated by students, but ignores the innovativeness and practicability of the projects. Second, the lack of dynamic evaluation mechanism. The evaluation of students in vocational colleges and universities is usually at the end of the semester, and the formation of craftsmanship is a long-term process, and the performance of students will be different at different stages, so the summative evaluation can not provide timely feedback on the situation of students, which is not conducive to the improvement and enhancement of students' learning. Thirdly, the role of multi-subject evaluation is neglected. In the evaluation process, most of the evaluation is dominated by teachers' evaluation in school, without playing the role of masters outside the school, peer evaluation, and students' self-assessment. The

one-dimensional teacher evaluation command leads to one-sided evaluation results, which can not give affirmation or criticism and correction to the cultivation and performance of students' craftsmanship, which is not conducive to the overall development of students.

4.1.3 The dual-teacher team needs to be strengthened in interpreting the spirit of craftsmanship.

Teachers in higher vocational colleges and universities are the main force to cultivate the spirit of craftsmanship, and only when teachers highly agree with the spirit of craftsmanship can they better teach and guide students to learn and understand the spirit of craftsmanship []. However, the dual-teacher team has significant deficiencies in interpreting craftsmanship. Firstly, the traditional teaching concepts held by professional teachers fail to deeply explore the rich cultural connotation and contemporary value behind the spirit of craftsmanship, and some teachers only briefly mention the spirit of craftsmanship through a few cases, lacking professional interpretation of its profound meaning, which makes it difficult to firmly root the spirit of craftsmanship in the depths of the students' minds. Secondly, although the enterprise teachers in the dual-teacher team have rich practical experience, they have difficulties in transforming the examples of craftsmanship in practice into teaching content. They are often good at practical operation, but not good at teaching students in a vivid and easy-to-understand way the cases they encountered in their work, such as focusing on overcoming technical problems and repeatedly polishing the details of products, which reflect the spirit of craftsmanship. The cultivation of craftsmanship requires constant communication and polishing between teachers and students to be effective, so the correct interpretation and understanding of the spirit of craftsmanship still has some limitations.

4.1.4 Insufficient campus atmosphere

School is an important place for teaching and educating people, and the campus culture of higher vocational colleges and universities is the sum of values and behavioural norms formed by teachers, students and staff in the process of long-term work and life. [Students in vocational colleges and universities learn about "craftsmanship" mainly through the mainstream media, rather than through campus publicity. In terms of cultural construction, they do not highlight the spirit of craftsmanship in close conjunction with their own professional characteristics, and on-campus publicity for the spirit of craftsmanship may only be a little more in the week of the event, lacking the publicity mechanism of the windowpane painting. Some colleges and universities only take the spirit of craftsmanship as an independent module to build, without integrating it into the school motto, school spirit and all aspects of daily teaching management. This makes the spirit of craftsmanship appear isolated on campus, and the important role of leading campus culture and shaping students' values has not been effectively played.

4.2 Analysis of the Causes of the Dilemma of Craftsmanship Cultivation

First, from the perspective of history and culture, the inheritance and development of craftsmanship has been restricted to a certain extent. In traditional culture, although the spirit of craftsmanship has always been highly respected, with the advance of modernisation and the impact of globalisation, this spirit has been marginalised to a certain extent, and its connotations and values have not been fully explored and inherited. This has led to the lack of deep cultural heritage and sustained impetus for the cultivation of craftsmanship in the modern vocational education system.

Secondly, from the point of view of vocational colleges themselves, there are certain limitations in the cultivation of craftsmanship. On the one hand, some vocational colleges pay too much attention to skill cultivation and neglect the enhancement of humanistic qualities, resulting in a lack of deep understanding and pursuit of craftsmanship while students master professional skills; on the other hand, vocational colleges are limited in terms of faculty strength, teaching facilities and other conditions, making it difficult for them to provide high-quality environments for cultivation of the spirit of craftsmanship.

Thirdly, as another important participant in the modern apprenticeship system, the role and responsibility of enterprises in the cultivation of craftsmanship should not be overlooked. However, at present, some enterprises pursue short-term interests too much and lack the willingness to invest in the long-term training of apprentices, and lack a perfect training system and master-apprentice system within the enterprises, which makes it difficult to effectively pass on and promote the spirit of craftsmanship.

Fourthly, from the perspective of individual students, their recognition and pursuit of craftsmanship are also affected by a variety of factors. In the current social context, some students may be more inclined to pursue quick

success and material rewards, while neglecting the perseverance and inheritance of craftsmanship.

5. PATH OF BREAKING THROUGH THE DILEMMA OF FOSTERING CRAFTSMANSHIP UNDER THE MODERN APPRENTICESHIP SYSTEM - "ONE MAIN AND FOUR DIMENSIONS"

Modern apprenticeship system as a current mode of vocational education talent training, craftsmanship is the inherent requirements of the high-quality development of vocational education, vocational colleges and universities talent cultivation of endogenous drive to multi-dimensional exploration of the coupling path, to achieve synergy effect. The "one main" refers to students as the main body, emphasising that in the process of cultivating craftsmanship, the development needs, interests and growth of students are placed at the core, and that teaching activities and cultivation strategies should be centred on students to stimulate their active pursuit of craftsmanship. The "four dimensions" is to build a breakthrough path from four key dimensions, including the government, schools, enterprises and families, and to promote the formation of an all-round network of education, improve the quality of talent training, promote industrial upgrading, and deliver more high-quality skilled personnel to society.

5.1 Government Level

5.1.1 Improve vocational education laws and regulations

The cultivation of craftsmanship requires multi-party linkage, and the government is the guide of the development direction. [The improvement of vocational education laws and regulations is inseparable from the clarification of the status and role of vocational education, giving it the same important status as general education from the legal level, reducing the prejudice of the society towards vocational education, and guaranteeing that the students of vocational colleges and universities enjoy equal opportunities with the students of general colleges and universities in the aspects of further education, employment, and career development through the legal provisions, so as to lay a solid foundation for the cultivation of the spirit of craftsmen. The state needs to promote the establishment of a vocational skills level certification system, clearly define the standards and conditions for certification at all levels, provide high-quality training and evaluation services, build and improve the incentive mechanism for artisanal talents, relax the household registration restriction for high-skilled talents, enhance the social status of artisanal talents, and create a social atmosphere of reverence for artisans and respect for labour.

5.1.2 Promote the "1+X" vocational qualification and skill level certification.

The "1+X" certificate system is a talent training model of "integration of courses and certificates" explored by implementing the "Implementation Plan for National Vocational Education Reform", with "1" representing the academic certificate and "X" representing the academic certificate. "X" represents a number of vocational skills level certificate, this model aims to enhance the flexibility and adaptability of personnel training through the organic combination of academic certificate and vocational skills level certificate. "1 + X" certification for enterprises to screen talents to provide a more accurate standard, the certification content is closely linked to market demand, so that students can master the vocational skills that match the market demand, and can more quickly adapt to the production needs of enterprises to cultivate more in line with the needs of social development of the talents certification content is closely linked to market demand, so that students can master the vocational skills that match the market demand, so that students can master the vocational skills that match the market demand, can faster adapt to the production needs of enterprises to cultivate more in line with the needs of social development of talents. Students can master the vocational skills that match the market demand, through the optimisation of the talent evaluation system, the formation of positive feedback at the enterprise and social levels, so that the spirit of craftsmanship in the whole society, and lay a solid foundation of talent for the country's industrial development and economic take-off.

5.2 School Level

5.2.1 Build a curriculum system for the cultivation of "craftsmanship".

Corporate culture is a collection of values, codes of conduct and spirituality precipitated by enterprises in long-term development, and it is a reflection of the reality of craftsmanship. Corporate culture is integrated into the

teaching content of professional courses, and practical cases of enterprises are interspersed with professional knowledge, so that students can comprehend the craftsmanship behind corporate culture in the process of learning professional skills. In the professional settings, closely aligned with market demand to enhance the professional service industry capacity. [] Through theoretical lectures, case analyses, practical activities and other methods, students can systematically cultivate professionalism and professional ethics. In addition, students can also be organised to visit enterprises for internships, to experience the working atmosphere and cultural environment of enterprises, to closely integrate what they have learnt in the classroom with the practice of enterprises, and to further deepen their understanding and recognition of the spirit of craftsmanship. Schools can also invite enterprise mentors to give lectures and guide practice in schools, and the actual cases and experiences they bring to enterprises can help students establish a professional spirit that matches the needs of enterprises at the learning stage.

5.2.2 Carrying out campus activities to cultivate "craftsmanship"

Schools can make use of campus radio, bulletin boards and other channels to disseminate the connotation and value of craftsmanship, set up on-campus craftsman role models and play a leading role. It can also carry out club activities with relevant themes, so that students can explore the craftsmanship in depth and enhance their sense of identity with the craftsmanship in their common interests. At the same time, various academic and skills exchange activities are organised to encourage students to share their experiences and learn from each other, to inspire students to pursue excellence, and to help them understand the connotation of striving for excellence in the spirit of craftsmanship. Through these special campus activities, the campus culture of fostering the spirit of craftsmanship is built up in an all-round way to help students grow into high-quality talents with the spirit of craftsmanship.

5.2.3 Strengthening the construction of "dual-teacher" team

Due to the vocational characteristics of higher vocational education and the goal of collaborative education between schools and enterprises, the construction of higher vocational colleges and universities must reflect the "dual-teacher" orientation. [Schools must attach great importance to the cultivation of craftsmanship in the teaching force, through the establishment of a teacher incentive system, to stimulate and guide professional teachers to go deep into the enterprise for practical exercises, so that teachers can deeply understand the advanced technical concepts and enterprise culture; regularly organise teachers to participate in skills training, teaching seminars and other activities to enhance the professionalism and teaching ability of the teachers; encourage teachers to participate in the cooperation between schools and enterprises, technology research and development activities, and improve the enthusiasm of the teachers. and other activities to improve teachers' enthusiasm and creativity. Schools in the recruitment of enterprise teachers should be considered in all aspects, the development of clear and specific selection criteria, to recruit more excellent craftsmen for teaching, enterprise teachers into the classroom, through the real simulation scenes, lively and interesting practical operation, so that students of the teacher's emotions from awe to idol, from idol to imitation, from imitation to innovation to shape their own artisanal spirit.

5.3 Enterprise Level

Enterprises, as the main body of school-enterprise cooperation, should work together with vocational colleges and universities to innovate a platform for educating people, and both sides should maintain close contact, participate in the development of talent training programmes, and combine the actual needs of enterprises with the industry development trend to clarify the goals and direction of cultivating the spirit of craftsmanship; Enterprises provide timely feedback on the performance of the students in internships, which will serve as a basis for the institutions to adjust the teaching content and methodology, and the schools optimize the teaching according to the feedback from the enterprises. Thus forming a good ecology of school-enterprise collaboration and joint promotion of the cultivation of craftsmanship; school-enterprise joint construction of on-campus training bases, so that students can exercise their skills in real work scenarios and reasonably plan the internship positions and workflow of students, so that students can gradually come into contact with different levels of difficulty of the work content, and have a comprehensive understanding of the industry's production norms and standards of the process; cultivate masters of the enterprise not only with solid professional skills, but also with the "key to have". The key is to cultivate enterprise masters not only have solid professional skills, but also have "craftsmanship", influence students with charisma and drive students with demonstration, so that students can appreciate the connotation of "craftsmanship" in practice, and complete the inheritance of craftsmanship in the influence of the ear.

5.4 Family Level

Establish a positive concept of occupation and create a family atmosphere conducive to the cultivation of "craftsmanship". As the foundation, supplement and continuation of social and school education, family education runs through a person's life and has a profound influence on him/her. A good family culture is a solid cornerstone for students to grow up and become successful, and also an important way for students to learn and internalise the "craftsmanship". Parents should set an example, teach by example, and practice the positive, positive role model image embodied in the "craftsmanship", which plays a guiding role in the cultivation of students' craftsmanship; establish an open family communication mechanism, encourage children to take the initiative to express their own career aspirations and confusions, and form a synergy between family education and school education to jointly carry out the cultivation of craftsmanship. Family education should form a synergy with school education to jointly cultivate craftsmanship and work together for the healthy growth and all-round development of students.

6. CONCLUSION

Craftsmen are the foundation of the spirit of craftsmanship, carrying the essence of the spirit of craftsmanship, and are its practitioners, inheritors and promoters. General Secretary Xi Jinping's demand that the whole society should vigorously promote the craftsmanship of the new era responds to the need for a high-quality industrial workforce in the construction of a strong socialist modernisation country. [] In the process of talent cultivation, the cultivation of craftsmanship is inextricably linked to the modern apprenticeship system, the latter being a key path to cultivate students' craftsmanship, and the two promote and complement each other. Relying on the modern apprenticeship system, the in-depth integration of craftsmanship and professional skills can cultivate more high-quality technical and skilled talents in line with the needs of enterprises, and lay a solid talent foundation for the breeding of great master craftsmen. Aiming at the challenges faced by the cultivation of craftsmanship at present, we start from the perspective of modern apprenticeship system, focusing on the core line of the cultivation of craftsmanship, and put forward corresponding strategies from the four dimensions of the government, school, enterprise and family, and build up a mechanism of collaborative cultivation by multiple subjects of "government, school, enterprise and family", so as to break through the existing difficulties and effectively cultivate new-age craftsmen. In order to break through the existing difficulties, effectively cultivate the new era of craftsmen, improve the effectiveness of vocational colleges and universities in educating people, and help students better adapt to the future career challenges.

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