

Current Situation and Countermeasures of Traditional Virtues Education in Higher Vocational Colleges and Universities

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Abstract: Traditional virtue education in higher vocational colleges and universities of construction is of great significance in cultivating high-quality skilled talents in the construction industry and maintaining the development of the construction industry, and plays a very positive role in cultivating students' craftsmanship, enhancing their sense of ethical responsibility and environmental protection, expanding their cultural horizons, and nurturing their personal character. The corresponding countermeasures are proposed on the basis of fully analysing the current situation and problems of traditional virtue education in construction higher vocational colleges, which can help promote the quality of traditional virtue education in construction higher vocational colleges.

Keywords: Architectural higher vocational colleges; Traditional virtue education; Status quo; Countermeasures.

1. Introduction

Chinese traditional virtues are an important part of the excellent traditional Chinese culture, rooted in millennia of cultural accumulation, and cohesive with the core values of respect, responsibility and social harmony. Its core connotation lies in the maintenance and promotion of social stability, family affection, honesty and trustworthiness as well as personal morality. Although the times have changed tremendously, traditional Chinese virtues are still an important part of Chinese culture and the source of socialist moral construction, shaping people's code of conduct and moral orientation. In this context, higher vocational colleges and universities of architecture have attached great importance to traditional virtue education, emphasised sustainability and green building education, and encouraged multicultural and interdisciplinary education, which strengthens students' sense of moral responsibility, environmental awareness, multicultural vision and interdisciplinary thinking ability while cultivating their professional skills [1]. However, there are still a series of problems that need to be solved in teaching practice, such as insufficient practical application orientation of ethics and professionalism. On the basis of understanding the existing problems, higher vocational colleges of architecture urgently need to take effective countermeasures to improve the quality and effectiveness of traditional virtue education in the field of architecture [2]. Based on this, this paper systematically analyses the current situation, problems and countermeasures of traditional virtue education in higher vocational colleges of architecture.

2. The Current Situation of Traditional Virtue Education in Higher Vocational Colleges of Architecture

2.1. Attaching great importance to ethical education and the shaping of values

Construction higher vocational colleges and universities have always attached great importance to the education of

ethical thinking and professional ethics, which is crucial to cultivating ethical and responsible construction skilled talents. For example, schools usually provide students with a range of ethics courses and discussions to better guide their thinking on ethical and moral issues, as well as real-life case studies in which students discuss how to deal with various ethical challenges [3]. Students are taught to respect the needs and expectations of customers, to maintain integrity, fairness and impartiality, not to be involved in bribery or corrupt practices, and to always comply with regulations and industry guidelines. These values are not only critical to an individual's professional development, but also have a profound impact on the credibility of the construction industry as a whole. However, the complexity and challenges of the modern construction industry place new demands on ethics education. Globalisation has brought about a confluence between different cultures, values and regulations, so students also need to learn how to deal with ethical conflicts and uphold moral character in a cross-cultural environment.

2.2. Focus on sustainability and green building education

Higher education institutions in architecture not only teach students how to design and build efficient buildings, but also emphasise the reduction of resource waste and energy consumption [4]. Schools usually introduce students to various international green building certification systems such as LEED and BREEAM, etc. In their education, students learn how to design and construct buildings that meet certification standards. At the same time, students are encouraged to conduct research and innovation to advance green building, they may participate in building projects and explore new materials and design concepts to improve the environmental performance of the building, and this practice helps to develop students' creative thinking and complex problem solving skills. Schools will also teach students how to participate in urban planning based on the principle of sustainability. The above measures will help students understand the close connection between architecture and urban development, realise the beauty of harmony between

human beings and nature, and contribute to the moral ethos of righteousness and harmony.

2.3. Deriving multicultural and interdisciplinary education

Firstly, the multicultural inheritance of traditional virtue education in higher education institutions of architecture is manifested in the fact that students have the opportunity to learn and explore architectural styles and traditions in different cultural contexts, including traditional architecture, art, engineering and design concepts, reflecting the characteristics of different countries and regions. Students have the opportunity to study architectural cultures around the world to better understand the influence of cultural contexts on architectural design and spatial planning, which not only helps to cultivate the concept of respecting and tolerating different cultures, but also inspires innovation and the incorporation of cross-cultural elements into design [5]. Secondly, interdisciplinary education becomes an important part of traditional virtue education. Schools encourage students to collaborate with professionals in other fields, and this interdisciplinary cooperation helps students to broaden their horizons and understand the expertise of other fields so that they can better solve complex architectural problems.

3. Existing Problems of Traditional Virtues Education in Higher Vocational Colleges of Architecture

3.1. Lack of Practical Application Orientation of Ethics and Professional Morality

Although schools emphasise the importance of ethics and professionalism, students may face many complex professional situations after graduation. For example, students are taught ethics and core values during school, but when they enter the construction workplace, they may face a variety of real-world challenges: project time pressures, budgetary constraints, changes in client requirements, and supply chain issues may force some professionals to make decisions that violate the code of ethics, and these challenges complicate the application of ethical principles to real-world situations. Some construction companies may have cultural issues where certain unethical behaviours are seen as the norm, students may be subject to various pressures to adopt unethical practices to achieve their goals, and the highly competitive construction industry may lead to a segment of the population pursuing personal gain without regard to ethical boundaries. Traditional virtue education usually focuses on theory but lacks practical ethics training, and students may need more hands-on training and situational simulation to help them build up their ability to actually follow ethical principles.

3.2. Insufficient Sustainability Education from a Dynamic Process Perspective

Although sustainability education concepts and green building education concepts have begun to be introduced into traditional virtue teaching curricula, in the evolving field of architecture, some schools still have problems in the following areas: (1) Static curriculum design. The social science curriculum design of some architectural higher vocational colleges and universities is relatively solidified, failing to reflect the latest developments in the field of

architecture in a timely manner. (2) Lack of interdisciplinary education. The educational principles of sustainability are usually associated with multiple subject areas, and some schools may not adequately integrate interdisciplinary elements into the teaching and learning process of traditional virtues. This prevents students from gaining a comprehensive perspective on sustainability, limiting their ability to understand and apply it. (3) Lack of sustainability culture development. Sustainability is not just a technology or design methodology, but also a culture and a value, and some schools may have neglected to develop a cultural understanding of the concept of sustainable architecture, where students need to understand that sustainability is the future of the construction industry and see it as part of their professional and social responsibility.

3.3. Shallow level of integration of multicultural and interdisciplinary education

Some schools may over-emphasise the independence of individual disciplines in their teaching, resulting in students only being exposed to knowledge and skills in their own specialist areas. This is demonstrated by the fact that areas such as architectural design, structural engineering, interior design and urban planning are usually taught in different teaching and learning environments, which hinders communication and co-operation among students, and students lack opportunities to work together in interdisciplinary teams to solve complex problems. At the same time, the curricula of some schools may be compartmentalised, making it difficult to integrate multicultural and interdisciplinary elements into individual courses, leading students to view knowledge and skills in different fields as isolated parts rather than interrelated components. Students need more opportunities to engage in integrative projects to apply interdisciplinary thinking to real-world work. Some schools may lack teachers with interdisciplinary backgrounds, making it difficult to teach these important skills.

3.4. Lack of Teaching Methods Oriented Towards Traditional Virtues Education Contexts

Traditional virtues education emphasises ethical and moral principles, but some schools are deficient in contextualised teaching that applies these principles to practical construction projects. This is manifested in the following ways: (1) Lack of practical case studies. Students usually need practical cases to better understand and apply ethical and moral principles. However, some construction higher education institutions may not provide enough case studies for students to analyse ethical issues that actually occur, which makes it impossible for students to understand how to make ethical judgments in specific situations. (2) Lack of simulated practical environment. Construction projects often require teamwork, time management and resource allocation, and students may not be able to realistically simulate these situations in a traditional classroom setting. The lack of simulated practice environments prevents students from experiencing the complexity and pressure required when facing ethical and moral challenges in projects. Devices such as virtual simulation are mainly focused on professional teaching and learning, making it difficult to apply them to education related

to traditional virtues.

4. Analysis of Countermeasures for Traditional Virtues Education in Higher Vocational Colleges of Architecture

4.1. Educational content based on the social practice environment, highlighting the application orientation

Construction vocational colleges should establish close contact with relevant enterprises and organisations in the construction industry to understand the current and future occupational needs, for example, through school-enterprise cooperation, etc. The school can adjust the talent training programme and curriculum content in a timely manner to ensure the timeliness of teaching skills and knowledge. At the same time, construction vocational colleges should pay attention to practical education, so that students can practice in real construction projects, which can be achieved through the construction of laboratories, simulation sites and cooperation with construction companies. In addition, practical education can help students apply theoretical knowledge to the vocational and technical environment and cultivate their ability to solve practical problems. Therefore, construction vocational colleges and universities should cultivate students' basic professional ethics of love and dedication, honesty and trustworthiness, fairness, passionate service and dedication to the society, and educate students to abide by the professional code, respect customers and colleagues, pay attention to quality and safety, and abide by the professional spirit of the construction industry. Spirit of the construction industry. Vocational colleges and universities can develop students' teamwork skills through project-based learning and team projects to help students adapt to the cooperative environment in actual work.

4.2. Incorporate more dynamic elements into the education and teaching process to realise cycle innovation

Firstly, the practice-oriented project learning design should be highlighted. Designing the course as project-oriented enables students to simulate real construction projects in the classroom, introducing the requirements, timetables and budgets of actual construction projects, and allowing students to work together in teams to complete them. For example, the course simulates an urban housing project where students are required to design homes, considering cost, sustainability and occupant needs, and this type of hands-on project helps students link theory to practice and develop the ability to solve complex problems. Secondly, students are encouraged to undertake industry co-operation and enterprise internships. Internships and practical work opportunities are provided for students in school-enterprise co-operation units, and an industry mentor system is established whereby practising experts guide students. Finally, interdisciplinary education and technology updating should be carried out. Interdisciplinary courses can be introduced to allow students to venture into different fields, such as construction technology, interior design and digital architecture, sponge cities, etc. The curriculum can be updated regularly to include the latest construction technologies and tools, and schools can also offer digital architecture courses to teach building

information modelling (BIM) technology. Innovation labs can also be set up to provide the latest design and construction tools, and students can be encouraged to participate in architectural design competitions at home and abroad to hone creativity and problem-solving skills. For example, a construction vocational college in the south has included every teacher's course in the project-based course reform, with the course design closely linked to specific professions, and only qualified by experts' evaluation can they be on duty to give lectures, which greatly improves the relevance and effectiveness of the traditional virtue education in Civics and Aesthetic Education classes.

4.3. Build a scientific integration system of multicultural and interdisciplinary education

First of all, schools can revisit the design of their curricula to ensure that the contents of different subject areas are fully integrated. Interdisciplinary curricula and programmes can be designed to simultaneously cover knowledge and skills in a variety of fields, such as architectural design, structural engineering, urban planning, environmental science, etc., in order to break down barriers between disciplines. Schools can encourage students to participate in interdisciplinary projects. For example, an architectural design project can invite engineers, environmental scientists and urban planners to participate together, giving full consideration to a number of factors such as sustainability, structural safety and urban planning. Second, building a team of mentors and teachers with multidisciplinary backgrounds is crucial to integrating the system. Schools can actively recruit teachers with multidisciplinary experience in order to convey multicultural and interdisciplinary knowledge in education. Again, educational content can include real cases and contextual teaching which require students to analyse and solve problems from a multidisciplinary perspective in order to help students develop an integrated mindset and an understanding of the terminology and methods used in different fields. Finally, in order to ensure that the goals of multicultural and interdisciplinary education are realised, schools need to set up an effective assessment mechanism, in which students' overall performance, project results and interdisciplinary cooperation abilities can be used as important bases for assessment. In addition, schools can regularly collect feedback from students and teachers through questionnaires, symposiums, focus group discussions, etc., to help schools continuously improve the integration system of multicultural and interdisciplinary education.

4.4. Introducing typical education and teaching cases and fully integrating situational teaching methods

Teachers first need to select typical cases related to the course content, which can be real-world architectural projects, design challenges, ethical decision-making, or sustainability practices, and the specific cases can be determined according to the themes and objectives of the course. When introducing the case, the instructor should provide detailed background information about the case, including the background, objectives, constraints, and challenges of the project, which will help students understand the situation and context of the case. Teachers can simulate the scenario of the case and ask students to make a decision or propose a solution in that

scenario. For example, if the case involves a green building project, students could be asked to take on the role of a member of the project team considering how to design and build a sustainable building, and students should discuss and analyse the case within their group or as a whole class. They could discuss the ethical and moral issues of the case, explore different solutions and evaluate the advantages and disadvantages of various options. In some cases, students can be asked to role-play and simulate to better understand the case scenario. For example, students can play the roles of clients, designers, engineers, etc. to simulate project meetings and decision-making processes. During the teaching, teachers can keep interspersing actual construction cases to emphasise the practical application orientation of the course content, and the cases in teaching can include successful projects, failed cases, and ethical decision-making challenges, etc., to enable students to better understand the real-world significance of the course content. In the process of cultivation of traditional virtue education, higher vocational students of architecture closely combine correct moral cognition, conscious moral development, and positive moral practice, constantly cultivate their moral character and lay a firm moral foundation, so that they can walk more correctly and farther in the future architectural workplace.

5. Conclusion

Chinese traditional virtues are the essence of Chinese culture and contain rich ideological and moral resources. China's construction higher vocational colleges and universities pay great attention to the education of traditional Chinese virtues. At the overall level, the teaching content emphasises the organic combination of socialist core values and traditional Chinese culture, as well as the importance of ethical thinking and professional ethics in vocational education. At the level of teaching practice, high importance is attached to ethical education and professional conduct, focusing on sustainability and green building education, as well as deriving multicultural and interdisciplinary education. However, due to the limitations of the real educational

environment and professional development characteristics, there are still many problems in the current educational process, such as the lack of practical application orientation of ethics and professional ethics, and the lack of dynamic process perspective of sustainability education. In view of this, higher vocational colleges and universities of architecture should carry out reforms of teaching contents and methods on the basis of respecting the teaching points of traditional virtues and the development law of the architecture profession, and organically integrate dynamic elements, cycle innovation, typical cases, scenario teaching and other methods and contents. In the future research, we will continue to focus on the traditional virtue education path, programme, mode and prospect of China's architectural higher vocational colleges and universities, enrich the education and teaching content, and provide reference for the quality improvement of humanities and social sciences teaching in China's architectural higher vocational colleges and universities.

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