

# Analysis of Strategies for Cultivating Professional Bachelor's Students' Language Literacy from the Perspective of Aesthetic Education

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**Abstract:** In the stage of high-quality development of vocational undergraduate education, Chinese language literacy serves as the core carrier of students' humanistic background and vocational transfer ability, and its importance is becoming increasingly evident. However, current vocational undergraduate Chinese language teaching is facing a dual predicament of imbalance between "instrumentality" and "humanity" and disconnection between "aesthetic education" and "career needs". Based on the macro perspective of "infiltration of aesthetic education", this paper explores the reconstruction of teaching content, innovation of teaching models, and optimization of evaluation systems to achieve the deep integration of Chinese language literacy and vocational spirit. Through a survey of aesthetic education resources both inside and outside the school, a "professional + Chinese + aesthetic education" interdisciplinary integration model was constructed, and a collaborative immersive practice path between the school, enterprises, and society was designed. The research shows that creating a "language - aesthetics - career" tripartite cultivation system can effectively enhance students' vocational language expression ability and cultivate their comprehensive qualities with a spirit of craftsmanship and aesthetic creativity, providing theoretical support and practical models for vocational undergraduate institutions to cultivate high-level technical and skilled talents with moral and professional skills.

**Keywords:** Vocational undergraduate education; Chinese language literacy; Aesthetic education infiltration; Interdisciplinary integration; Collaboration between school; enterprise and society

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## 1. Introduction

The domestic industrial structure is transforming, and the social employment demands have changed. More emphasis is placed on comprehensive talents. Vocational undergraduate education, within the modern vocational education system, shoulders the mission of cultivating high-level technical and skilled talents. Against this backdrop, the educational value of basic disciplines needs to be redefined. Chinese language literacy is the core of mother tongue education and the foundation for the cultivation of students' comprehensive abilities. Currently, the Chinese language classroom teaching in vocational undergraduate education is inadequate. The traditional teaching approach is rigid, focusing on the practical utility attributes of tools, making the classroom dull, neglecting humanistic cultivation and aesthetic education, and the connection between teaching content and vocational scenarios is not tight. The aesthetic education component lacks

planning and resources, making it difficult for students to establish a vocational aesthetic cognition, and lacks aesthetic perception and creative abilities. In 2023, the Ministry of Education required that aesthetic education be integrated throughout the entire process of university talent cultivation, pointing out the direction for the reform of vocational undergraduate Chinese language teaching. Aesthetic education focuses on emotional edification, and integrating Chinese language literacy cultivation should break through disciplinary boundaries and combine the aesthetic connotations of Chinese language elements and vocational scenarios. Exploring new paths for cultivating Chinese language literacy that incorporate the concept of aesthetic education is not only a requirement for promoting the reform of the three disciplines but also a practical necessity for improving the quality of talent cultivation and adapting to industrial demands.

## **2. Theoretical background: Reconstructing the connotation of professional undergraduate language literacy from the perspective of aesthetics**

### **2.1. From “Language Tools” to “Aesthetic Personality”**

In traditional perception, language literacy is often narrowly regarded as skills such as listening, speaking, reading, and writing. From the perspective of aesthetics, the connotation of professional undergraduate language literacy needs to be significantly expanded. It is not merely an exchange tool but also a medium for shaping a sound personality and cultivating noble sentiments.

The core of aesthetics is “educating through beauty and cultivating through culture”. In professional undergraduate language teaching, we should guide students to go beyond the surface symbols of language and appreciate the aesthetic connotations behind the words. For example, when reading classic literary works, not only should we analyze the writing techniques, but also guide students to understand the life consciousness, patriotism, and moral strength contained within. This aesthetic experience has a subtle influence on students’ emotional attitudes and values, helping them establish a positive outlook on life. For professional undergraduates, the shaping of “aesthetic personality” is particularly important. In their future careers, they not only need to handle complex technical problems but also face diverse social relationships and professional ethics. Individuals with refined aesthetic tastes have stronger psychological resilience, more harmonious interpersonal relationships, and can better adapt to the workplace environment, achieving the transformation from “professional person” to “complete person”.

### **2.2. The intrinsic compatibility of “Professional Language” and “Craftsmanship Spirit”**

The language literacy of vocational undergraduate students has distinct vocational attributes and is fundamentally different from that of ordinary undergraduate students. From the perspective of aesthetic education, we should re-examine the language application in professional scenarios and explore its unique aesthetic value.

The craftsmanship spirit is the soul of vocational education, and language is the external manifestation of the craftsmanship spirit. In fields such as high-end manufacturing and modern service industries, language is not only an information transmission tool but also a manifestation of professional norms, rigorous attitude, and service aesthetics.

The beauty of precision: In professional fields such as engineering and biomedicine, technical documents and operation procedures need to be carefully worded and logically rigorous. This language precision and standardization is a rational beauty, demonstrating the practitioners’ reverence and pursuit of scientific truth.

The beauty of service: In service industries such as tourism, hotels, and nursing, language is the key to building service experiences. Polite and appropriate wording, a gentle and soft tone, and flexible responses constitute the artistic beauty of service language. This aesthetic quality shortens the distance between the service provider and the service recipient and enhances the value of the service.

The beauty of creativity: In fields such as digital media and art design, language is deeply integrated with visual art. Copywriting, script creation, and scriptwriting require students to have the ability to transform abstract thinking into visual expression. This cross-border integration of creativity is the embodiment of the core competitiveness of vocational

undergraduate students.

Therefore, the vocational undergraduate language literacy from the perspective of aesthetic education should be the unity of “instrumentality” and “humanity”, and the integration of “language ability” and “professional aesthetics”, aiming to cultivate comprehensive talents who not only understand technology but also have an aesthetic understanding, and can both standardize expression and innovate communication.

### **3. Realistic examination: The dilemmas and causes of cultivating professional bachelor’s students’ language proficiency**

#### **3.1. Resource isolation: Disconnection between in-class teaching and out-of-class practice**

At present, vocational undergraduate language teaching faces numerous challenges. The internal resources are scattered, with professional teachers and systematic textbooks limited to textbook-based teaching, disconnected from real professional scenarios. Most teachers come from the field of Chinese language and literature, and they lack an understanding of industry and enterprise operations. Their teaching cases are outdated, making it difficult to stimulate students’ interest. The abundant aesthetic education resources outside the school are idle, while enterprises have workplace language environments and role models, but lack the ability to transform them; schools have the intention to introduce them, but are restricted by institutional mechanisms, unable to deeply carry out school-enterprise cooperation, resulting in aesthetic education resources being in an “island” state, and the cultivation of language proficiency lacking practical soil.

In addition, there is an issue of course alienation. The existing curriculum system mostly follows the ordinary undergraduate curriculum or degenerates into applied writing courses, with homogeneous content, failing to highlight the “professional” characteristics; aesthetic education is marginalized, under the utilitarian educational view, aesthetic education is often compressed and ignored, students lose their ability to perceive aesthetics; there is a lack of integration, lacking connection and interaction with other professional courses, and the disciplinary barriers make it difficult for students to transform humanistic literacy into professional literacy, and lack interdisciplinary comprehensive thinking ability.

#### **3.2. Sole evaluation: Lack of process experience and aesthetic creation**

The scientific evaluation system serves as the guiding principle for educational reforms. However, the current evaluation methods for professional undergraduate students’ language literacy are monotonous, mainly consisting of a final assessment based on a single test paper.

This evaluation model focuses on assessing knowledge memorization, such as recitation and writing, multiple-choice questions, and short-answer questions, while seriously neglecting the process-based evaluation of students’ language practice and aesthetic creation abilities. Students’ oral expression, impromptu speeches, creative writing, and workplace communication, which reflect the core dimensions of language literacy, have a very low proportion in the evaluation system. Moreover, there is a lack of diverse evaluation entities involving enterprises and industries, and the evaluation standards are disconnected from the actual vocational situation, failing to truly reflect the students’ vocational language literacy levels. This sole evaluation mechanism suppresses students’ individuality and creativity, making it difficult for teaching reforms in the aesthetic education context to be implemented.

### **4. Path construction: Strategy system for cultivating professional bachelor’s students’ language literacy from the perspective of fine arts education**

#### **4.1. Resource reconstruction: Holistic survey and diversified integration**

To overcome the problem of isolated resources, it is necessary to conduct a comprehensive survey and detailed classification of both internal and external fine arts resources within the school, and build an open and shared library of

language-based fine arts education resources.

#### **4.1.1. In-depth exploration of intra-school resources**

**Course Resource Transformation:** Transform the existing university Chinese textbooks to “fine arts-oriented”, not only selecting beautiful literary works, but also exploring the aesthetic elements behind the texts. For example, when teaching “The Book of Songs”, introduce ancient clothing and etiquette aesthetics for display; when teaching expository texts, introduce pictures and videos of major national products to experience the rational beauty of industrial design.

**Environmental Resource Creation:** Create an “immersive” campus cultural environment, using campus landscapes, cultural corridors, and publicity boards to display classic poems, famous sayings, and outstanding literary works of students. Build facilities such as digital reading booths and audio libraries, allowing students to be exposed to beautiful language at any time and achieve “environmental education”<sup>[1]</sup>.

#### **4.1.2. Effective expansion of off-campus resources**

**Introduction of corporate aesthetic education resources:** Collaborate with partner enterprises to develop a case library on “Aesthetic Language in the Workplace”, collecting excellent product descriptions, corporate culture manuals, public relations documents, etc., as teaching materials. Invite enterprise executives and master craftsmen to come to the school to give lectures, explaining the art of workplace communication and the stories of master craftsmen.

**Integration of social aesthetic education resources:** Make full use of local intangible cultural heritage resources such as paper-cutting, shadow puppetry, local operas, and red cultural resources<sup>[2]</sup>. Organize students for field investigations, write oral histories of intangible cultural heritage inheritors or create red tourism explanations, transforming them into “living textbooks” for language teaching, enhancing the regional and contemporary nature of the courses.

### **4.2. Model innovation: “Professional Studies + Chinese Language + Aesthetic Education” Cross-Disciplinary Integration**

To address the issue of disconnection between courses and career requirements, a cross-disciplinary teaching team should be formed to explore the “professional studies + Chinese language + aesthetic education” integration model. This model is based on deep integration of professional scenarios and is not a simple combination.

#### **4.2.1. Engineering-related majors: “Precise Language and Technical Aesthetics” integration**

For majors such as mechanical manufacturing, electronic information, and construction engineering, Chinese language teaching should focus on cultivating students’ logical thinking and incorporate technical aesthetics. **Teaching case design:** In courses like “Engineering Report Writing” or “Applied Writing”, introduce the project of “Writing Product Design Specifications”. When the teacher explains the format norms, guide students to examine the product’s appearance and function description from an aesthetic perspective. For example, when describing an intelligent robot, require accurate writing of technical parameters and vividly describes the “technological beauty” and “futuristic feeling” embodied in its streamlined appearance. **Integration of craftsmanship spirit:** Select biographies of national craftsmen for reading, teaching, guiding students to analyze the language characteristics of craftsmen when describing technical difficulties and solving them - precise, calm, and persistent. Through imitation writing, let students experience how the “meticulous pursuit” craftsmanship spirit is passed down through language.

#### **4.2.2. Service-related majors: Integration of “Etiquette Language and Communication Aesthetics”**

For majors such as hotel management, tourism management, nursing, and early childhood education, the core of language teaching is to enhance students’ service awareness and communication skills. **Situational Simulation Teaching:** Create realistic professional scenarios (such as handling complaints at the hotel front desk, leading tour groups, and nurse-patient communication), and conduct “role-playing” and “impromptu oral expression” training. The focus is on training students’

language control in stressful situations, non-verbal communication skills (such as eye contact, smiles, gestures), and the use of soothing language. **Appreciation and Enhancement of Aesthetics:** Offer elective courses such as “Tourism Literature Appreciation” or “Service Etiquette and Aesthetics”. By analyzing works like “Xu Xiake’s Travel Notes” or excellent tour guide speeches, students’ appreciation of natural beauty and humanistic beauty is enhanced, enabling them to use persuasive language to create an “aesthetic experience” for tourists during their service, achieving the transformation from “service staff” to “aesthetic tour guides”.

#### **4.2.3. Arts and media-related majors: “Creative Language and Cross-Field Expression” integration**

For majors such as animation design, digital media, and journalism and communication, the Chinese language teaching focuses on creative writing and cross-field thinking. **Project-driven teaching:** Using “micro-film script creation” or “short-video copywriting planning” as project carriers. Students need to have a strong sense of visuals and rhythm when converting literary scripts into visual language. Chinese language teachers and professional teachers jointly teach, guiding students to use words to construct images and, through dialogue design, to shape character personalities. **New media language research:** Introduce the “new media copywriting” module to study language innovation in the context of the Internet. Analyze the rhetorical strategies and emotional resonance mechanisms of hit copywriting, and cultivate students’ sense of the internet and creative planning abilities.

#### **4.3. Deepening through practice: Immersive experiences with school-enterprise-society collaboration**

In the context of aesthetic education, the cultivation of Chinese language literacy cannot merely rely on classroom teaching; it requires the use of a collaborative platform among schools, enterprises, and society to carry out immersive practical activities.

##### **4.3.1. Establish the “Dual Mentors” system**

During the internship and training period, a “dual mentors” guidance model is adopted, where the school’s language teacher and the enterprise mentor provide guidance. The school teacher is responsible for theoretical guidance and the improvement of literacy, while the enterprise mentor is responsible for training in workplace etiquette and communication skills. When students are on-site internships, the dual mentors jointly assign the task of “workplace observation diary”, requiring them to record the most beautiful sentence, the most touching moment, and conduct literary processing and reflection.

##### **4.3.2. Branding activities**

Regularly hold brand events such as “Professional Creativity Festival”, “Professional Style Competition”, and “Corporate Culture Essay Competition”. Encourage students to create and showcase based on their professional specialties. For instance, the mechanical major holds a poetry recitation event titled “Dialogue with Robots”; the tourism major holds a tour guide competition called “The Best Representative of Our Native Land”. Through these activities, students are provided with a platform to showcase the charm of their professional language.

##### **4.3.3. Digital practice platform**

By leveraging virtual reality (VR) and augmented reality (AR) technologies, a “virtual workplace communication” simulation system has been developed. Students can undergo immersive language training in scenarios such as virtual business negotiations, product launches, and customer complaints. The system provides real-time feedback on the appropriateness and logic of language expression, thereby enhancing their practical skills.

## 5. Guarantee mechanism: Evaluation system and teacher team building

### 5.1. Establishing the evaluation index system

To effectively implement the cultivation of Chinese language literacy from the perspective of aesthetic education, it is necessary to reform the traditional evaluation methods and establish an evaluation system with three dimensions: “Knowledge - Ability - Literacy”.

**Process-based Evaluation:** Increase the proportion of regular performance, establish growth portfolios for students, record classroom discussions, group cooperation and practical activity performances, and pay attention to the fluency, logic and aesthetic nature of language expression.

**Incremental Evaluation:** Focus on the improvement of students’ aesthetic literacy, compare the results of pre-tests and post-tests, and evaluate the enhancement of aesthetic perception, imagination and creativity after aesthetic education.

**Multi-party Evaluation:** Invite enterprise mentors, industry experts and community members to participate. For example, the assessment of the “Workplace Communication” module is scored by enterprise mentors based on internship performance, and the “Intangible Cultural Heritage Research” project is evaluated by community inheritors for the research report. This objectively presents students’ vocational Chinese language literacy.

### 5.2. Building the teaching team

The integrated teaching model of “professional knowledge + Chinese language + aesthetic education” has higher requirements for the teaching team. Teachers not only need to become experts in the Chinese language subject, but also must possess a cross-disciplinary knowledge perspective and aesthetic literacy.

**Teacher cross-training:** Regularly arrange Chinese language teachers to serve in enterprises at the front line to understand industry dynamics and the characteristics of professional language, and at the same time, organize learning of aesthetics, psychology, communication, etc., to enhance the ability of aesthetic education teaching.

**Forming mixed teams:** Breaking the disciplinary boundaries, a mixed team composed of Chinese language teachers, professional subject teachers, and enterprise mentors is formed. They jointly prepare lessons, develop teaching materials, and teach, such as when explaining “Architectural Aesthetics and Literature”, they can complement each other’s strengths.

**Introducing part-time mentors:** Hiring enterprise executives, renowned writers, and intangible cultural heritage inheritors as part-time professors, and regularly visiting the school to hold workshops or give lectures, injecting new vitality into Chinese language teaching.

## 6. Conclusion

From the perspective of aesthetic education, the cultivation of professional undergraduate students’ language literacy represents a profound educational transformation. This requires us to break free from the constraints of traditional disciplines and view the value of language education with a broader perspective. By adopting a combined model of “professional + language + aesthetic education”, we aim to shape students’ professional souls rather than merely imparting language knowledge. This study has established a strategy system consisting of “resource reconfiguration - model innovation - practical deepening - guarantee mechanism”, spreading the seeds of aesthetic education in every aspect of professional undergraduate language teaching. This approach aims to address the problems of dullness and disconnection from career development in teaching, infusing students’ careers with aesthetic-driven momentum, and thereby achieving the educational goals of vocational education. In the future, as the research continues to deepen and the practice is widely promoted, this integrated model will become a key driving force for vocational colleges to enhance the quality of their talent cultivation, providing more high-level technical and skilled talents for the transformation and upgrading of China’s industries<sup>[3,4]</sup>.

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## Disclosure statement

The authors declare no conflict of interest.

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