

Practical Exploration of Higher Vocational Tea Art Teaching Driven by Both Cultural Inheritance and Skill Empowerment

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Abstract: Aiming to cultivate high-quality technical talents with "cultural literacy, proficient skills and service awareness", the higher vocational tea art major is crucial for inheriting Chinese tea culture and advancing the tea industry. Based on years of teaching practice, this paper analyzes current teaching challenges, summarizes replicable experiences from four aspects (teaching content, methods, practical system and staff construction), and provides references for improving teaching quality and promoting the integration of tea culture and vocational education.

Keywords: higher vocational education, tea art teaching, cultural inheritance, skill cultivation, integration of industry and education

1. Current Situation and Challenges of Higher Vocational Tea Art Teaching

With the upgrading of the tea industry and cultural consumption, the demand for tea art talents has shifted from "single-operation type" to "comprehensive service type"[1]. However, current teaching faces three key challenges.

Connotations: Students can perform tea art but cannot interpret tea history, tea ceremony spirit or regional tea customs, failing to meet cultural service needs.

Practice-industry disconnection: Traditional classrooms rely on "teacher demonstration + student imitation", lacking real-scenario training (tea house operation, tea event planning, tea sales). Students need a long adaptation period after employment.

Homogeneous faculty: Most teachers have tea culture or skill backgrounds but no front-line enterprise experience, making it hard to match industry job requirements.

Adhering to "culture as the soul, skills as the foundation, industry as the criterion", the college's tea art team has formed a "cultural infiltration, progressive skills, closed-loop practice" teaching model through reform.

2. Core Experiences in Higher Vocational Tea Art Teaching

2.1 Optimizing Teaching Content: "Culture + Skills + Industry" Three-Dimensional Curriculum

Breaking the traditional "theory + practice" structure, the curriculum is built around "tea culture inheritance" and "job competence"[4].

Cultural dimension: Add A History of Chinese Tea, Wu Culture and Tea and Literature & Art, using "case teaching + situational immersion". For example, teach "Biluochun Tea Art" with Wu Culture and Emperor Kangxi's imperial tea story, and organize micro-video shooting; introduce the Ancient Tea Horse Road in "Puer Tea Art" and invite Yunnan tea farmers for online sharing.

Skill dimension: Divide courses into three levels based on job standards (tea artist, tea house manager, tea event planner) [5]: basic (six tea categories brewing, tea set maintenance), specialized (scenario-based tea art schemes), and comprehensive (tea table design, event hosting, sales). Integrate "Tea Artist Vocational Qualification Certificate" content — 100% of students pass the intermediate assessment and 80% obtain the advanced certificate before graduation.

Industry dimension: Co-establish a "Curriculum Development Committee" with 12 local tea enterprises (e.g., Biluochun Tea Culture Park)[3]. Transform enterprise projects into teaching content: offer Tea House Operation Practice for simulation training, and carry out holiday marketing projects (e.g., Mid-Autumn Tea Gift Planning). Adopted schemes bring students practical credits and bonuses.

2.2 Innovating Teaching Methods: "Interactive + Immersive + Practical" Classroom

Targeting higher vocational students' "strong visual thinking and high practical willingness", the traditional cramming method is replaced with three approaches.

Project-based teaching: Turn content into projects like "campus tea culture festival planning" and "tea product live

broadcast"[7]. For Tea Event Planning, student groups complete "goal setting - scheme design - implementation - summary" with teacher guidance. In 2023, students' "Intangible Cultural Heritage Tea Utensils Exhibition" attracted over 500 citizens and was reported by local media.

Situational teaching: Build simulated scenarios (tea houses, tea museums) via the on-campus "Tea Culture Promotion Center"[6], and use VR to reproduce "Song Dynasty tea whisking" and "Tang Dynasty tea decoction". For "Song Dynasty tea division skills", students use VR to observe ancient techniques then simulate; in "tea house service" training, students play roles to handle emergencies (e.g., tea quality complaints).

Flipped classroom: Push pre-class videos and micro-courses via the "Learning Pass" platform. In class, focus on "problem discussion + skill mutual evaluation": students research and present topics like "brewing water temperature differences", and use a "student + teacher + industry expert" evaluation model for tea art demonstrations.

2.3 Constructing Practical System: "On-Campus + Off-Campus + Competition" Closed Loop

Practice is core to higher vocational tea art teaching. A comprehensive system is built by linking "classroom - training - industry"[8].

On-campus practice: Rely on the "Tea Culture Promotion Center" and "Tea Art Club" to conduct "daily tea art check-in" (30-minute daily practice with random teacher checks) and "campus tea house operation" (students manage "Mingxiang Pavilion" independently with teacher guidance), achieving "skill proficiency and service standardization".

Off-campus practice: Implement a "1 + 1" model ("1 semester cognitive internship + 1 academic year on-the-job internship"): students visit cooperative enterprises and write reports during cognitive internship; during on-the-job internship, they take positions based on career plans, guided by enterprise and school mentors (monthly online reviews). Among 2022 graduates, 15 were offered early employment, with a 37.5% internship conversion rate.

Competition practice: Encourage students to participate in competitions. Formulate a "competition training plan": select students for team training (innovative tea art design, culture explanation, tea table arrangement), and invite industry experts as mentors for simulation rehearsals.

2.4 Strengthening Teaching Staff: "Dual-Qualification + Diversified" Team

Teacher quality guarantees teaching quality. Improve teachers' "cultural literacy, skill level and industry experience" through "internal training and external recruitment"[2].

Internal training: Implement a development plan: "cultural research" (participate in forums and heritage training, apply for projects—1 provincial teaching award and 12 papers in five years); "skill improvement" (obtain 1 qualification certificate every two years, hold teacher tea art competitions); "practical experience" (1-2 months of temporary positions in cooperative enterprises).

External recruitment: Hire tea enterprise executives, intangible cultural heritage inheritors and senior tea evaluators as part-time teachers. They teach courses like Tea Enterprise Management Practice and guide internships/competition projects (e.g., provincial inheritors hold regular workshops).

3. Achievements and Future Prospects

3.1 Teaching Achievements

After five years of reform, three achievements stand out.

Improved student competence: Graduates have solid skills, can independently plan tea events and explain tea culture, with 92% employer satisfaction.

Progress in cultural inheritance: Students participated in over 80 activities (e.g., "community tea culture promotion"), becoming "young messengers" of tea culture.

Enhanced industry recognition: Long-term cooperation with 15 tea enterprises, and 3 "tea art talent training bases" built.

3.2 Future Prospects

Future reforms will focus on three directions.

Digital teaching: Develop a "virtual tea art training platform", use AR to simulate tea events, and solve "insufficient training venues and high consumable costs"[9].

Cross-border integration: Explore "tea art + tourism", "tea art + cultural and creative products" and "tea art + health", offer Tea Tourism Product Design to expand employment.

International exchanges: Introduce the "international tea art certification system", conduct exchanges with overseas colleges, cultivate international-oriented talents and promote Chinese tea culture globally.

4. Conclusion

Higher vocational tea art teaching combines skill imparting and culture inheritance. Only by taking "culture as the soul", "skills as the foundation" and "practice as the path" can we cultivate talents meeting industry and cultural needs. Future efforts will focus on "symbiosis of culture and skills, integration of teaching and industry", making tea art teaching a key carrier for Chinese tea culture inheritance and boosting the tea industry's high-quality development.

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