

Practical Exploration of Integrity Education from The Perspective of Counselors

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Abstract

In order to cultivate vocational art and design talents who possess both moral integrity and professional competence, and promote the connotative development of vocational education and the progress of social and cultural inheritance, based on the perspective of counselors, a combination of theory and practice is adopted to deeply explore the practical path of integrating craftsmanship spirit into integrity education. By analyzing the research background and significance, sorting out the existing research status and shortcomings, clarifying the key role of counselors in educational integration, and elaborating on the integration approaches and methods from the dimensions of morality, intelligence, physical fitness, aesthetics, and labor. The results indicate that this practical path can effectively enhance students' professional ethics and moral qualities, provide innovative ideas and practical references for ideological and political work in higher vocational education, and help cultivate high-quality art and design talents to meet the needs of social development.

Keywords

Vocational art and design; Craftsmanship spirit; Integrity education; Integration of five aspects of education; Counselor's perspective.

1. Introduction

The primary issue in education is what kind of people to cultivate. As the ancient saying goes, "If there are many wise and virtuous people in a country, its governance will be strong; if there are few wise and virtuous people, its governance will be weak." From a historical and practical perspective, the basic way for any country or society to maintain political rule and social stability is through education[1]. China is a socialist country, and our education should cultivate useful talents who will strive for socialism with Chinese characteristics for life.

1.1. Research background

In today's era, vocational art and design education is flourishing, providing a large number of professional talents for society, but also facing many challenges. On the one hand, with the intensification of market competition, the industry's requirements for art and design talents are no longer limited to professional skills, but pay more attention to their professional ethics and moral qualities. Some vocational college students, in the process of studying shoe design, clothing design and other majors, excessively pursue utilitarian achievements, neglecting the spirit of focus and lean in design creation. Moreover, when facing practical situations such as internships and employment, they are easily influenced by negative trends and have a tendency to violate the principle of integrity, such as plagiarism and accepting kickbacks, which seriously affects their own career development and the healthy ecology of the industry. On the other hand, the values of dedication, lean, focus, and innovation contained in the spirit of craftsmanship[2], as well as the moral concepts of honesty, integrity, and trustworthiness advocated by integrity education[3], have gradually become a social consensus and educational focus. However, in

vocational art and design education, a complete and effective integrated education system has not yet been formed.

1.2. Research purpose and significance

The aim of this study is to construct a practical model for integrating the spirit of craftsmanship into integrity education, in order to enhance the comprehensive quality of vocational art and design students.

1.2.1. From the perspective of educational practice

By delving into the integration path of the two, specific methods and strategies are provided for counselors to carry out collaborative work between ideological and political education and professional education, solving the problems of fragmented content and single methods in current education, and making educational activities more systematic, targeted, and attractive.

1.2.2. From the perspective of student development

It helps cultivate students' correct career outlook and values, enabling them to master professional skills while possessing noble moral character and good professional ethics, laying a solid foundation for their future career, enhancing their competitiveness in the job market, and achieving sustainable development.

1.2.3. From the overall perspective of higher vocational education

This integration practice can promote the connotative development of education, optimize the quality of talent cultivation, enhance the recognition and influence of vocational education in society, promote the healthy development of the art and design industry and even the whole society, and provide strong support for cultivating high-quality applied talents with both moral and artistic talents.

2. The Current Situation of Integrity Education for Vocational Art and Design Students

2.1. Investigation into the Current Status of Education

In terms of curriculum design, some vocational art and design colleges have begun to realize the importance of craftsmanship and integrity education, and have attempted to integrate relevant content into their professional curriculum system. For example, in the teaching of fashion design majors, cases of fashion design masters adhering to originality and resisting plagiarism will also be mentioned, indirectly infiltrating integrity education. However, this integration is often fragmented, lacking systematicity and coherence, and has not formed a complete curriculum module.

In terms of teaching methods, traditional lecture methods still dominate, and teachers often verbally explain the theoretical knowledge of craftsmanship spirit and integrity education in the classroom. Students passively accept it, lacking opportunities for active participation and deep experience. Although practical teaching focuses on skill development, there is insufficient guidance on how to shape the spirit of craftsmanship and strengthen integrity awareness in practice, and the educational value of practical projects has not been fully explored.

In terms of campus activities, some schools have organized competitions related to art and design to encourage students to unleash their creativity and showcase their skills. However, in the rules and evaluation standards of these activities, there is less clear emphasis on the spirit of craftsmanship and integrity education, which leads students to pay more attention to the results of the competitions and neglect the cultivation of their own qualities during the participation process. At the same time, some schools have also organized lectures or essay competitions on the theme of integrity, but the participation rate is not high and the form is single, making it difficult to arouse students' interest and resonance.

From the perspective of students' cognition and attitude, most students have a certain understanding of the spirit of craftsmanship and integrity education, but their understanding is relatively superficial and only stays at the surface level. Although some students agree with its importance, they lack the consciousness and initiative to translate these concepts into action in actual learning and life. When facing academic pressure and future employment competition, they are easily influenced by utilitarianism and neglect the cultivation of craftsmanship and the adherence to integrity principles.

2.2. Analysis of Existing Problems

2.2.1. Fragmentation of educational content

The relevant content of craftsmanship spirit and integrity education has not been organically integrated, scattered in different courses and activities, lacking unified planning and design, resulting in students' difficulty in forming a complete and systematic cognitive system, unable to deeply understand the internal connection and synergy between the two, and difficult to comprehensively and deeply implement these concepts into learning and practice.

2.2.2. The single educational method[4]

Traditional classroom teaching and simple activity forms are difficult to stimulate students' interest and enthusiasm for learning, and cannot meet their diverse learning needs. In the process of passive education, students lack opportunities for active thinking and practical experience, making it difficult for them to truly internalize the spirit of craftsmanship and integrity in their hearts and externalize it in their actions.

2.2.3. The lack of close integration between practical activities and majors [5]

The existing campus activities and practical projects have not fully considered the characteristics of art and design majors and the actual needs of students. They have not ingeniously integrated the elements of craftsmanship and integrity education into professional practice, making students feel disconnected from professional learning when participating in activities, and unable to gain practical benefits and growth from them, thereby reducing students' enthusiasm and enthusiasm for participation.

2.2.4. The lack of effective educational evaluation mechanisms

At present, schools mainly evaluate students' craftsmanship spirit and integrity through theoretical exams or simple behavioral observations, lacking a comprehensive, scientific, and objective evaluation index system and evaluation methods. This imperfect evaluation mechanism cannot accurately measure students' growth and progress in this area, and it is also difficult to provide effective feedback and improvement on the effectiveness of educational and teaching activities, which is not conducive to the in-depth promotion and sustainable development of craftsmanship and integrity education.

3. Practical Approaches to Integrity Education from The Perspective of Counselors

3.1. The role and function of counselors in integrity education

3.1.1. Ideological leaders

As the guardian of the forefront of students' ideological and political education, counselors are the first to understand the ideological dynamics of students. Therefore, in the process of integrating craftsmanship and integrity education, they play a key role as ideological leaders[6]. By regularly organizing themed education class meetings, such as the "Craftsmanship and Integrity" themed class meeting, counselors carefully select typical cases in the field of art and design that uphold the spirit of craftsmanship and integrity, and present them to students in vivid and lively story forms, guiding students to deeply explore the important value of

craftsmanship and integrity in their personal career and social development, and inspiring students' inner aspirations for noble professional spirit and ethical conduct. At the same time, we closely monitor students' daily ideological dynamics and use methods such as heart to heart talks and dormitory visits to keenly capture any ideological deviations that may arise in students' professional learning, social practice, and future career planning. For example, when faced with the temptation of design plagiarism, the temptation of commercial kickbacks during internships, and other erroneous concepts, we promptly correct and guide them. Through gentle communication, we help students distinguish right from wrong, establish correct values and professional values, and make the spirit of craftsmanship and integrity the unwavering belief cornerstone of students' thinking.

3.1.2. Event organizer

On the stage of campus life, counselors are the behind the scenes planners and organizers of various educational activities. In order to organically integrate the spirit of craftsmanship and integrity education into students' learning and life, counselors actively plan and organize diverse and innovative campus activities. On the one hand, combining with the characteristics of the art and design profession, activities such as the "Integrity Design Competition" and the "Spirit of craftsmanship Theme Creative Exhibition" are held to provide students with a platform to showcase their professional talents. At the same time, integrity education elements are cleverly integrated into the event planning, requiring students to reflect the theme of integrity in their work creation. From design conception to work presentation, the spirit of craftsmanship runs through, so that students can not only improve their professional skills but also deepen their understanding and practice of the spirit of craftsmanship and integrity quality during the process of participating in activities. On the other hand, organizing students to participate in various social practice activities, such as leading students majoring in fashion design to go deep into the production line of enterprises, visiting and learning from the exquisite skills and rigorous work style of craftsmen, conducting research activities on "integrity and craftsmanship in enterprises", allowing students to personally experience the practical application of craftsmanship spirit and integrity principles in the workplace environment, enhancing students' intuitive understanding and rational thinking of educational content, broadening the breadth and depth of education, and continuously refining their professional spirit and moral qualities in practice.

3.1.3. Learning guide

Counselors are also indispensable learning guides on students' professional learning paths. In daily teaching management, counselors work closely with professional teachers, actively participate in professional course teaching and discussion activities, deeply explore the craftsmanship spirit and integrity education resources in professional courses such as shoe design and clothing design, and cleverly infiltrate them into various aspects of course teaching. For example, in software design teaching, guiding students to pay attention to details, pursue precision, and cultivate a rigorous and serious craftsman spirit; In the course of design history theory, by telling the success stories and failure lessons of well-known designers, the concept of integrity in creation and rejection of plagiarism is emphasized, helping students establish the correct learning attitude and academic ethics. At the same time, when students participate in practical activities such as design projects and internships, counselors provide guidance and supervision throughout the process, encouraging students to be innovative and strive for excellence, emphasizing the cultivation of students' ability to solve practical problems and teamwork spirit, guiding students to apply the persistence and focus of craftsmanship spirit and the integrity and self-discipline of integrity education to every practical project, ensuring that students not only master solid professional skills but also develop good professional ethics

and moral qualities in the process of professional learning, laying a solid foundation for future career development.

3.1.4. Supervising managers

In order to ensure the effective implementation of the spirit of craftsmanship and integrity education, counselors also assume the responsibility of supervising and managing. In class management, the counselor establishes and improves a comprehensive set of class rules and regulations, clearly incorporating the principles of craftsmanship and integrity into the class code of conduct, and regulating and constraining students' daily learning, life, and social behavior. For example, establishing strict attendance systems and homework integrity standards to prevent students from being perfunctory and engaging in plagiarism and cheating in their studies; In the organization of class activities, the principles of fairness, impartiality, integrity, and self-discipline are emphasized to prevent the occurrence of unfair competition and the transfer of benefits. During the student internship and practical training period, the counselor maintains close communication with the internship unit, establishes an internship supervision mechanism, timely understands the performance of students in the internship position, and provides early warning and timely correction of any violations of integrity principles such as commercial bribery and false performance that students may face. This ensures that students can adhere to the moral bottom line, practice the spirit of craftsmanship and integrity, consolidate and extend the achievements of campus education in practical work, and safeguard their smooth entry into the workplace.

3.2. Practical approaches and methods for the integration of five aspects of education

3.2.1. Moral education: Cultivate a solid foundation of integrity and nurture the spirit of craftsmanship

Moral education is the core and guidance of integrating the spirit of craftsmanship into integrity education, and plays a key role in the cultivation of art and design students in vocational colleges[7]. Professional courses contain rich moral education resources, such as clothing design courses that can analyze cases of internationally renowned brands standing firm due to their adherence to originality and integrity, guiding students to establish correct design values and understand that plagiarism and shoddy production are behaviors that violate professional ethics. Theme class meetings and lectures are important platforms for moral education. Regular "Ethics and Integrity in Art and Design" class meetings are held to organize students to discuss industry hot events and analyze the impact of designers' moral choices on individuals and brands; Through the "second class" activities such as "big country craftsmen entering the campus" and "model worker entering the campus", [8] we invited big country craftsmen and industry moral models in the field of clothing design to give lectures, share career stories about sticking to the bottom line of integrity and pursuing excellence, stimulate students' inner resonance, enhance their moral judgment and sense of responsibility, make students deeply realize that craftsmanship spirit and integrity education complement each other, jointly build a solid ideological defense, lay a solid moral foundation for professional development, and let students always adhere to the right path in their future career, not be eroded by bad atmosphere.

3.2.2. Intellectual education: Refining professional skills and promoting the spirit of craftsmanship

Intellectual education provides professional support and innovative motivation for the spirit of craftsmanship and integrity education. The reform of professional course teaching is key. In the teaching of design software, complex case projects are integrated, requiring students to carefully handle every detail like craftsmen carving art, from line delineation to color matching,

achieving precision and accuracy, and cultivating a focused and persistent spirit; Simultaneously emphasizing originality, teaching students to respect intellectual property rights, eliminating plagiarism of code or creativity, and strengthening integrity education through course assignments, project assessments, and other means. Actively organize academic exchange activities, such as design forums, expert seminars, etc., encourage students to participate, exchange ideas with peers and experts, broaden their horizons, learn advanced concepts and technologies, and cultivate a rigorous academic attitude; Guide students to establish the awareness of honest communication and respect for others' achievements in communication, and avoid academic misconduct. Innovation and entrepreneurship projects are important platforms for testing the achievements of intellectual education. Counselors and professional teachers guide student teams to carry out design and entrepreneurship practices, from product planning, market research to brand promotion, the entire process runs through the spirit of craftsmanship and integrity principles, ensuring excellent product quality, honest and law-abiding management, stimulating students' innovative thinking and practical abilities, and enabling students to internalize the spirit of craftsmanship and integrity awareness into their own qualities in the pursuit of intellectual education development, becoming art and design talents with both innovative ability and moral integrity.

3.2.3. Physical education: Shaping resilient qualities and showcasing the spirit of craftsmanship

Sports are a melting pot that hones students' willpower and cultivates teamwork spirit, closely linked to the spirit of craftsmanship and integrity education. In physical education courses and competitions, such as basketball, football and other team projects, students need to undergo long-term and arduous training to cultivate perseverance and the spirit of not giving up in the face of difficulties, similar to the process of craftsmen overcoming numerous difficulties in skill polishing; In competitions, following rules, respecting opponents, and competing fairly are just like following integrity standards and honest management in the field of business design. This allows students to realize that only through legitimate efforts and hard work can they win honors, and thus transfer this value system to professional learning and future careers. Organize a special discussion on the spirit of sports, craftsmanship, and integrity, organize students to watch sports documentaries, analyze the similarities between athletes' hard work and self-discipline on the field and craftsmen's pursuit of excellence and adherence to the right path in creation, guide students to think about how to uphold this spirit in the field of art and design, avoid violating professional ethics for the sake of profit temptation, deeply understand the commonality of spiritual qualities in sports activities, promote their comprehensive quality improvement, shape a resolute and upright personality, inject strong spiritual motivation into craftsmanship and integrity education, and help students steadily move forward on their future career path.

3.2.4. Art education: Enhance aesthetic literacy and immerse oneself in a culture of integrity

Art education adds artistic appeal to the spirit of craftsmanship and integrity education with its unique charm. In the practice of artistic creation, the theme of integrity is integrated into clothing design tasks, such as designing a clothing series with the theme of "integrity and honesty". The style design adopts a simple and elegant style to reflect the connotation of integrity and simplicity, and the pattern selection symbolizes elements such as lotus and bamboo. Through color matching, a fresh and elegant atmosphere is created, allowing students to not only enhance their aesthetic ability but also deeply experience the beauty of integrity in the creative process. The focus and lean craftsmanship spirit are integrated into every design detail, making the work a dual carrier of aesthetics and morality. Organize a campus art exhibition to showcase outstanding works of students on the theme of integrity. At the same

time, introduce an appreciation section of classic art works from ancient and modern times, both domestic and foreign, to explore the craftsmanship spirit and integrity implied in them. For example, the craftsmanship spirit reflected in the pursuit of details in ancient Chinese Gong Bi painting, and the integrity value conveyed by the depiction of human nature and integrity in Western oil painting, guide students to unconsciously accept the influence of integrity culture in the process of appreciating and creating beauty, enhance their aesthetic realm and moral cultivation, and make their hearts full of longing for beauty and pursuit of integrity. They will always adhere to the craftsmanship spirit and integrity on the road of artistic creation, and create more excellent design works rich in positive energy for society.

3.2.5. Labor education: Cultivate practical abilities and practice the spirit of craftsmanship

Labor education is a key link in the rooting of craftsmanship spirit and integrity education. In the "Three Down to the Countryside" activity, art and design students are organized to go deep into rural areas and provide design services for rural cultural construction, such as designing rural tourism brand logos, packaging of characteristic agricultural products, etc. Students exchange and cooperate with rural craftsmen in practice, learn traditional handicraft production techniques, personally experience the inheritance and adherence of rural craftsmen to traditional skills, and deeply understand the vitality of the craftsmanship spirit at the grassroots level; At the same time, in the face of the simple folk customs and limited resources in rural areas, we aim to cultivate students' qualities of hard work, diligence, and perseverance, consciously resist the temptation of commercial interests, ensure the integrity and fairness of design services, and wholeheartedly contribute to rural development. We will integrate the spirit of craftsmanship and integrity consciousness into the practice of rural revitalization. Internship and practical training are important platforms for labor education. Schools work closely with enterprises to provide students with a real workplace environment. Enterprise mentors teach by example, imparting exquisite skills while emphasizing workplace integrity and discipline. Counselors regularly follow up and guide students to abide by labor discipline, pay attention to work quality, and refuse improper interests in actual work. They transform the spirit of craftsmanship and integrity education from theoretical learning on campus into practical work abilities and behavioral habits, enabling students to continuously hone themselves in labor practice and become high-quality art and design talents that meet social needs and possess both morality and talent. This opens a good beginning for their career and promotes the continuous deepening and inheritance of the spirit of craftsmanship and integrity education in practice.

4. Conclusion Summary

4.1. Research conclusion

This case systematically explores the practical path of integrating craftsmanship spirit into integrity education for vocational art and design students from the perspective of counselors, clarifying the complementary relationship between craftsmanship spirit and integrity education, and its important significance for students' growth. Through in-depth analysis of the current situation, the problems of fragmentation and singularity in education have been revealed. Starting from the diverse roles of counselors, a practical strategy of integrating five educations has been proposed, including moral education to cultivate a integrity foundation, intellectual education to hone professional skills, physical education to shape resilient qualities, art education to enhance aesthetic literacy, and labor education to cultivate practical abilities. A comprehensive education system has been constructed.

4.2. Future outlook

Despite achieving certain results, there is still room for improvement in the future. In terms of educational content, further optimization and integration are needed to create a more systematic and accurate curriculum system and educational resources that closely align with industry development needs and students' career growth paths. Educational methods should continue to innovate, fully utilizing emerging technologies such as virtual reality, augmented reality, etc., to create more immersive and interactive educational contexts, and enhance students' participation and experience. The evaluation mechanism needs to be further improved by establishing dynamic and diverse evaluation indicators to comprehensively and objectively measure students' development in craftsmanship and integrity. In addition, it is necessary to strengthen inter school cooperation and exchanges, share successful experiences, jointly overcome difficulties, promote the widespread and in-depth implementation of craftsmanship spirit and integrity education in the field of higher vocational education, cultivate more high-quality art and design talents with both morality and ability, craftsmanship spirit and integrity qualities for society, help the prosperity and development of the art and design industry, contribute to social, economic and cultural construction, and also provide useful reference and guidance for education reform in other professional fields, promoting the optimization and upgrading of the entire vocational education system.

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