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Research Article

The Development and Practice of School- based Curriculum of Flour Sculpture in Secondary Vocational Cooking Specialty from the Perspective of Craftsman Spirit

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Abstract

Against the backdrop of high-quality development of vocational education and the cultivation of the craftsman spirit, flour-sculpture teaching in secondary-vocational cooking majors suffers from scattered teaching contents, low post adaptability, over-emphasis on technical skills while neglecting literacy development, and simplistic evaluation methods. Taking 76 first-year students majoring in cooking at a secondary vocational school as research participants, this study carried out curriculum development and teaching practice for a school-based flour-sculpture curriculum integrated with the craftsman spirit, following the research framework of "current-situation analysis — problem formulation — scheme design — practical implementation — effect reflection". A three-in-one curriculum objective covering knowledge, skills and literacy was constructed. A 16-hour systematic teaching syllabus was designed, consisting of four modules: fundamental techniques, floral modelling, auspicious-animal modelling, and integrated application for cooking contexts. A task-driven "learning-by-doing" teaching model was adopted, alongside a three-dimensional evaluation system weighted as 30 % process-oriented assessment, 50 % skill-oriented assessment and 20 % literacy-oriented assessment. Teaching practices were implemented through school-enterprise collaboration and the integration of local food-culture resources. Practical results demonstrate that the curriculum effectively improves students' hands-on flour-sculpture competence, aesthetic appreciation and professional literacy. It facilitates the internalisation of craftsman-spirit qualities including pursuit of excellence, rigorous concentration and normative work ethics. The curriculum realises the organic integration of skill training with curriculum-based ideological-political education, intangible-cultural-heritage inheritance and on-the-job cooking-practice applications. This research enriches actionable pathways for embedding the craftsman spirit within secondary-vocational cooking education. It generates a replicable and transferable school-based curriculum model featuring intangible-heritage craftsmanship for cooking majors, and provides practical references for curriculum reform and talent cultivation in secondary-vocational cooking programmes.

Keywords

Craftsman Spirit, Secondary Vocational Education, Cooking Specialty, Flour-sculpture Craftsmanship, School-based Curriculum Development

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1. Introduction

1.1. Research Background

China's vocational education has entered a new phase of high-quality development and connotation-oriented construction. Fostering virtue through education, cultivating the craftsman spirit and developing high-quality technical-skilled talents constitute core missions for vocational education [1]. The integration of intangible-cultural-heritage craftsmanship into modern vocational education promotes the creative transformation and innovative development of outstanding traditional Chinese culture [2]. Rapid transformation in the catering industry imposes higher competency requirements on cooking practitioners. Apart from solid culinary proficiency, culinary professionals are expected to possess comprehensive professional qualities including rigorous standard-awareness, pursuit of perfection, aesthetic competence and creative thinking. They should be capable of applying traditional craftsmanship to practical workplace tasks such as culinary garnishing, banquet design and theme-exhibition-stand arrangement, to satisfy market demands for high-end and culture-oriented catering services. Against such context, developing school-based curricula for intangible-heritage flour-sculpture with systematic embedding of the craftsman spirit represents an effective pathway that responds to policy orientations, satisfies industrial demands and fulfils educational objectives for secondary-vocational cooking majors [3].

1.2. Current Teaching Status and Existing Problems

Distinct shortcomings persist in current flour-sculpture instruction for secondary-vocational cooking majors:

1) Fragmented curriculum content: flour-sculpture is mostly delivered as supplementary interspersed content rather than systematic, continuous instruction.
2) Weak connection to cooking-related occupational posts: teaching activities tend to prioritise pure artistic creation with limited relevance to real-world tasks including plate garnishing, border decoration and exhibition-stand arrangement.
3) Skill-oriented rather than literacy-oriented instruction: cultivation of the craftsman spirit remains superficial [4].
4) Traditional teaching approaches: teaching largely relies on demonstration-and-imitation patterns with insufficient task-driven or creative-design activities.
5) Simplistic evaluation mechanisms: assessment focuses excessively on final outputs rather than learning processes, failing to comprehensively measure technical proficiency and professional literacy.

These drawbacks restrict the educational value of flour-sculpture courses. Students demonstrate limited capabilities in fine manipulation, aesthetic creation and internalised craftsman-spirit values, creating competency gaps between graduate performance and industry expectations for high-calibre culinary talents.

1.3. Research Logic, Innovations and Research Methods

This study follows the logical sequence of "current-situation analysis — problem formulation — scheme design — practical implementation — effect reflection". Based on learning characteristics of secondary-vocational cooking students and occupational-post requirements, a school-based flour-sculpture curriculum infused with craftsman-spirit elements was developed and practically implemented to explore an integrated talent-cultivation model for skill training, craftsmanship nurturing and professional-literacy enhancement.

Three major innovations are presented in this research:

1) Full-process integration of craftsman-spirit cultivation into flour-sculpture instruction. Professional qualities such as rigorous standard-awareness, pursuit of perfection and attention to details are translated into operable, assessable classroom requirements, mitigating the long-standing bias that prioritises technical skills over humanistic-professional literacy.
2) Restructuring curriculum content oriented towards cooking-post requirements. Real-world catering tasks such as plate garnishing and banquet-exhibition-stand production serve as the foundation for module design. Such improvement strengthens occupational relevance and curriculum-major compatibility.
3) Construction of multi-dimensional assessment synthesising process, skill and literacy indicators. The conventional evaluation pattern based merely on final works is replaced to realise more holistic assessment aligned with literacy-development goals for secondary-vocational students.

Three primary research methods are adopted:

1) Literature-review method: relevant literature concerning craftsman spirit, school-based curriculum development, culinary teaching and intangible-heritage inheritance is systematically reviewed to establish theoretical foundations.
2) Action-research method: the 16-period flour-sculpture curriculum is delivered within real teaching classes. Observation, reflective adjustment and iterative optimisation are conducted throughout implementation.
3) Case-analysis method: student artefacts, classroom episodes and task-completion cases are analysed to summarise practical outcomes and existing deficiencies.

2. Core Concepts and Theoretical Foundations

2.1. Definition of Core Concepts

2.1.1. Craftsman Spirit

The craftsman spirit refers to occupational qualities, value pursuits and behavioural norms formed by technical-skilled practitioners in professional contexts [5]. Within secondary-vocational cooking and flour-sculpture education, it is embodied in the following dimensions:

1) Pursuit of excellence: finely shaped flour-sculpture works with harmonious proportions and balanced colour rendering; precise heat-control, standard knife-handling and refined garnishing in culinary production.
2) Concentration and persistence: repeated technical practice, patient polishing and full engagement throughout operational workflows.
3) Rigorous standard-awareness: hygienic material handling, orderly tool management and standardised workflows complying with occupational-safety and sanitation specifications.
4) Innovative capacity: adapting flour-sculpture forms for catering-scene applications while optimising craftsmanship and aesthetic expressions based on inherited traditions.

In vocational education, the craftsman spirit denotes not merely operational standards and professional attitudes, but a dynamic psychological state encompassing professional competence, self-transcendence and sense of occupational worth. Personality traits including conscientiousness and openness to experience exert significantly positive effects on initial formation of the craftsman spirit. Nevertheless, high conscientiousness may produce diminishing marginal returns for craftsman-spirit growth in later developmental stages [6]. This implies that flour-sculpture teaching for secondary-vocational cooking students should build upon learners' existing conscientious personalities while designing innovative assignments to prevent technical rigidification and sustain continuous development of craftsman-spirit attributes.

2.1.2. School-based Curriculum Development

School-based curriculum development denotes school-centred curriculum construction activities guided by specialty-specific demands and centred on student development [7]. The school-based flour-sculpture curriculum for secondary-vocational cooking prioritises occupational practicality and literacy-oriented education. Following the principles of "adequacy, practicality and usability", curriculum content is designed around authentic catering-post tasks, responding to secondary-vocational learners' strengths in visual thinking and hands-on motivation as well as their heterogeneous prior knowledge. It aims to achieve close alignment between curriculum and specialty, classroom and workplace, technical skills and professional literacy.

2.1.3. Educational Advantages of Flour-Sculpture Instruction for Secondary-Vocational Cooking Majors

1) Skill-transfer potential: hand-motor control, form-modelling and spatial-perception competencies cultivated in flour-sculpture transfer to core culinary skills such as knife work, food-modelling and cold-dish arrangement.
2) Aesthetic-education benefits: training in colour matching, proportional composition and visual aesthetics improves students' aesthetic performance in plate garnishing, cold-platter arrangement and banquet design.
3) Craftsman-spirit nurturing value: flour-sculpture requires repeated refinement and meticulous attention to detail, which naturally corresponds to culinary-industry occupational requirements for carefulness, patience and focus.

2.2. Theoretical Foundations

1) Tyler's curriculum-development principle: the classic linear curriculum model comprising four components — defining educational objectives, selecting learning experiences, organising learning experiences and evaluating objective attainment — provides a systematic theoretical framework for curriculum design [8].
2) Skill-transfer theory: explains how flour-sculpture techniques, modelling capabilities and aesthetic experience transfer to culinary practice, establishing theoretical justification for flour-sculpture-enabled competency development for cooking majors.
3) Integration theory for intangible-cultural-heritage inheritance and vocational education: guides the combination of traditional flour-sculpture culture and craftsmanship with modern catering-post requirements to reconcile cultural inheritance and competency-oriented education.
4) Literacy-centred educational theory: core-literacy orientation embeds craftsman-spirit values, occupational norms, cultural confidence and innovative awareness throughout instructional procedures.

3. Current Status of Flour-Sculpture Teaching for Secondary-Vocational Cooking Majors

3.1. Fragmented Curriculum System Lacking Systematic Design

Flour-sculpture is mostly treated as supplementary content for food-carving or handicraft sessions, without independent, complete curriculum architecture. Instructional content is arbitrary, class hours are unstable, learning tasks lack progressive difficulty levels, and unified assessment criteria are absent. Consequently, students cannot build coherent technical-skill systems.

3.2. Low Specialty Compatibility and Disconnection from Cooking-Post Practice

Teaching emphasises artistic flour-sculpture featuring large-scale flowers-and-birds or complex figurative characters. Such artefacts are bulky and fragile and are not suitable for culinary garnishing. Limited connections are established with cold-dish border-decoration and exhibition-stand design. Learners can produce ornamental display pieces yet cannot generate practically usable plate garnishes, creating gaps between learned skills and workplace requirements.

3.3. Superficial Craftsman-Spirit Cultivation: Skills Prioritised over Literacy

Instruction focuses primarily on visual similarity between student outputs and demonstration samples, while disregarding process-related attitudes, operational norms and quality details. Insufficient attention is paid to workstation sanitation, tool organisation and procedural standardisation. Learners tend to exhibit perfunctory, impetuous or careless work styles, preventing effective internalisation of the craftsman spirit [9].

3.4. Traditional Teaching Methods Dominated by Imitation with Insufficient Creativity

The dominant "teacher demonstration-student imitation" model transmits knowledge unilaterally. Learners passively receive instruction with limited opportunities for autonomous design and creative expression. Differentiated guidance is inadequate, resulting in low student engagement and initiative.

3.5. Simplistic Evaluation Mechanisms Focusing on Final Outcomes Rather Than Learning Processes

Assessment relies solely on scoring final artefacts. Learning attitudes, operational norms and literacy growth are neglected. Self-assessment, peer-assessment and enterprise-based evaluation are missing. Partial evaluation outcomes fail to guide students toward continuous occupational improvement.

4. Design of the Craftsman-Spirit-Oriented School-based Flour-Sculpture Curriculum for Cooking Majors

4.1. Curriculum Objectives

4.1.1. Knowledge-oriented Objectives

1) To understand the intangible-cultural-heritage background and historical origins of flour-sculpture, alongside its practical application scenarios in plate garnishing and banquet design.
2) To master material formulation, tool operation, hygiene-safety protocols and artefact-preservation techniques for flour-sculpture.
3) To comprehend fundamental culinary-aesthetic principles governing form proportion, colour coordination and compositional balance.

4.1.2. Skill-oriented Objectives

1) To proficiently apply fundamental techniques including kneading, rolling, pinching, pressing, adhering and carving for creating small-scale practical flour-sculpture artefacts.
2) To independently produce catering-oriented floral, small-animal and auspicious-pattern works characterised by accurate shapes and refined details.
3) To acquire creative-design and on-site-application competencies for integrating flour-sculpture with cold-platter decoration, plate bordering and theme-banquet contexts.

4.1.3. Literacy-oriented Objectives (Core Craftsman-Spirit Dimensions)

1) Foster the professional quality of pursuing excellence. Learners internalise the occupational awareness that "details determine quality". During technical practice, form polishing and colour-mixing procedures, students are encouraged to strive for high-quality outputs, reject careless craftsmanship, develop iterative-revision work habits and build professional attitudes pursuing ultimate perfection.
2) Cultivate rigorous and standardised occupational habits. Reinforce requirements for food-safety hygiene, procedural standardisation, tool-storage discipline and tidy workstations. Nurture focused, patient, disciplined classroom and work behaviours. Rigorous self-discipline and

normative work ethics are internalised as stable occupational conduct matching sanitation, safety and efficiency requirements in culinary-industry posts.

3) Build persistent occupational spirit. Repeated technical drills and patient refinement of challenging modelling tasks strengthen learners' patience and perseverance. Impetuous attitudes and tendencies toward premature abandonment are mitigated, forming calm, persistent learning and work dispositions as psychological foundations for long-term culinary-industry employment.
4) Develop innovative occupational capabilities. Building upon inherited traditional flour-sculpture craftsmanship, learners are encouraged to adapt techniques for plate-garnishing, banquet-design and theme-exhibition-stand scenarios. Constraints of mechanical imitation are broken to cultivate independent-thinking, creative-adaptation mindsets and strengthen workplace-adaptability and core-competitiveness.
5) Enhance intangible-heritage-cultural recognition and professional identification with culinary careers. Learners appreciate the cultural connotations of flour-sculpture and broader Chinese food-culture heritage, fostering cultural confidence and professional pride. Students recognise both technical and cultural values of the culinary profession, building professional passion, reverence for craftsmanship and sense of social responsibility for the catering sector.
6) Improve collaborative-communication competence and comprehensive professional literacy. Through group-based creation, peer-review activities and school-enterprise practical sessions, learners develop teamwork capacities including proactive communication, mutual support and respectful interaction. Modest learning attitudes, readiness for self-correction and proactive self-improvement are cultivated to satisfy teamwork and communication requirements in modern catering enterprises.

4.2. Curriculum Content Design (16 Teaching Hours)

Module 1: Foundational Introduction (2 hours)

Content: intangible-heritage background of flour-sculpture and craftsman-spirit concepts; materials and tool familiarisation; sanitation-hygiene specifications; basic manipulative techniques: kneading, rolling, pinching, pressing.

Craftsman-spirit embedding: tool-restoration discipline, tidy workstation management and procedural standardisation to cultivate orderly work habits.

Module 2: Floral Modelling (4 hours)

Content: plate-garnish-oriented floral forms including rose, carnation and calla lily; monochromatic and gradient-colour rendering techniques.

Craftsman-spirit embedding: burr-free delicate petal-shaping; iterative revision to pursue visual refinement.

Module 3: Animal and Auspicious-Symbol Modelling (4 hours)

Content: small-scale forms including goldfish, rabbit, fortune-pouch and ruyi-ornament; proportion control and dynamic-posture rendering.

Craftsman-spirit embedding: close observation of morphological details, patient concentration to achieve lifelike expressions and proportional harmony.

Module 4: Integrated Cooking-Oriented Application (6 hours)

Content: flour-sculpture applications for cold-dish border decoration, dish garnishing and banquet-exhibition-stand construction; theme-oriented creation and display.

Craftsman-spirit embedding: evaluating artefacts against workplace-derived standards for practicality, visual appeal, food-safety compliance and procedural standardisation.

Enterprise-University-Collaboration Case Integrating Local Cultural Resources

The curriculum implements collaborative teaching in partnership with the catering department of a local Marriott Hotel. Authentic real-world projects rooted in local food-culture-themed banquets are adopted. Under the Cantonese-banquet context, miniature flour-sculpture artefacts including "Blossoming Prosperity", "Abundance Year-after-Year" and "Lingaus Auspicious Ornaments" are developed for cold-plate border decoration and exhibition-stand display.

Occupational-post standards proposed by enterprise executive chefs:

1) Flour-sculpture dimensions controlled within 5-8 cm for plate-garnish suitability;
2) Concise forms with elegant colour schemes consistent with banquet aesthetic norms;
3) Compliance with food-hygiene standards to enable close-range public display;
4) Capability for integrated coordination with cold-platter arrangement, food-carving and exhibition-stand design.

During instruction, students complete flour-sculpture creation for authentic banquet-oriented assignments. Works receive feedback and evaluation from enterprise instructors. Selected high-quality outputs are deployed in hotel festival-themed exhibition stands and wedding-banquet cold-plate decorations, with exemplary artefacts archived photographically. Such practice realises transformation from classroom-produced artefacts toward practically usable enterprise-level products.

4.3. Curriculum Implementation

4.3.1. Teaching Model

Task-driven instruction + learning-by-doing + differentiated guidance.

4.3.2. Teaching Procedures

1) Task introduction: present authentic catering-industry

cases and clarify performance expectations and assessment standards.
2) Focused demonstration: step-by-step technical demonstration highlighting operational pitfalls and normative requirements.
3) Student hands-on practice: task completion with on-site corrective feedback from instructors.
4) Differentiated guidance: basic-level learners focus on fundamental technical completion; intermediate-level learners emphasise detail and proportional accuracy; advanced-level learners prioritise creative-design development.
5) Comparative iterative improvement: self-evaluation against benchmark examples followed by secondary refinement of works.
6) Display and evaluation: work exhibition, peer review and instructor feedback; summary of craftsman-spirit-related learning take-aways.

4.3.3. Strategies for Craftsman-Spirit Infusion Throughout Instruction

The overarching classroom principle "strive for incremental improvement; reject perfunctory workmanship" is consistently emphasised. Mandatory requirements cover workstation tidiness, orderly tool management, hygienic operation and material conservation. Role-model motivation is realised through exhibiting master-craftsman works and high-quality student samples.

Three-phase classroom management is implemented: pre-class preparation, in-class normative operation and post-class tidying-up. Five minutes are reserved at the conclusion of every practical session for tool cleaning, workstation wiping and material storage. Public positive reinforcement is provided for learners demonstrating pursuit of excellence and iterative refinement, utilising peer examples to foster rigorous, detail-oriented classroom culture.

4.4. Three-Dimensional Quantitative Evaluation System

Pure outcome-oriented evaluation cannot adequately measure craftsman-spirit development. Constructing multi-faceted assessment integrating process, skill and literacy indicators constitutes a critical measure for strengthening educational effectiveness [10].

Table 1. *Scoring Rubric.*

Evaluation Dimension	Weight	Evaluation Indicator	Score	Evaluation Method
Process-oriented assessment	30%	Class-learning engagement	10	Instructor observation
		Degree of operational standardisation	10	On-site procedural logging
		Tool-handling and workstation hygiene	10	On-site inspection
Skill-oriented assessment	50%	Technical-technique proficiency	15	Artefact evaluation
		Accuracy of form proportion	15	Artefact evaluation
		Refinement of fine details	10	Artefact evaluation
		Aesthetic quality of colour matching	10	Artefact evaluation
Literacy-oriented assessment	20%	Willingness for revision and pursuit of excellence	10	Process observation
		Innovation capacity and teamwork performance	5	In-class observation
		Occupational habits and professional attitudes	5	Comprehensive judgement
Total	100%	—	100	—

Given the implicit, holistic and subjectively-measurable nature of craftsman-spirit-related comprehensive literacy, outcome-only assessment cannot adequately capture student literacy growth. Instructors require four-dimensional assessment literacy encompassing subject-matter knowledge, attitudinal awareness, practical capabilities and social-emotional regulation. Multi-faceted, process-focused and humanised evaluation approaches are essential for valid assessment of holistic competencies [11]. In practical implementation, scoring and formative feedback are delivered within each class. Assessment rubrics are explicitly communicated to learners to clarify performance gaps and improvement directions. Classroom-observation sheets record real-time metrics for learning engagement, operational norms and hygiene habits. This practice avoids the bias of judging students solely by final artefacts and synchronises skill development with literacy cultivation.

5. Teaching Practice and Effect Analysis

5.1. Practical-research Design

Participants: 76 first-year cooking-major students from Guangzhou Tourism and Business Vocational School.

Practice cycle: 4 weeks; total 16 teaching hours (4 hours per week; 45 minutes per class period).

Grouping: four-student cooperative groups; 19 groups in total.

Measurement instruments: pre-post skill-assessment rubrics, craftsman-spirit classroom-observation scale, artefact-compliance-rate statistics.

5.2. Practical-research Procedures

Instruction advances through three sequential phases: foundational training, competency-improvement training and comprehensive applied practice, with craftsman-spirit requirements embedded continuously.

1) Foundational phase: focus on technical-norm acquisition, hygienic-work habits and tool-management discipline to strengthen orderly work ethics.
2) Competency-improvement phase: floral-form and animal-form training emphasising detailed refinement and patient concentration.
3) Application phase: plate-garnishing and banquet-oriented creative assignments highlighting pursuit of excellence and workplace-post adaptability.

Cooperative learning is organised within four-student groups. Each group appoints a group leader responsible for intra-group skill-support, operational-norm supervision, hygiene inspection and peer evaluation. The classroom adopts an instructional pattern of "short learning tasks, rapid formative feedback and positive encouragement" to reduce learning barriers and maximise student hands-on participation.

5.3. Practical Outcomes

Practical Outcomes

Table 2. *Skill-level Measurement Results: Pre-test vs Post-test.*

Measurement Indicator	Pre-test	Post-test	Improvement Margin
Rate of independent artefact completion	27.9%	91.9%	+64.0%
Compliance rate for fine-detail quality standards	19.8%	83.7%	+63.9%
Average skill-assessment score	58.2	86.5	+28.3
Proportion of students demonstrating focused in-class engagement	58.1%	89.5%	+31.4%
Comprehensive compliance rate for craftsman-spirit indicators	—	—	Statistically significant improvement

5.4. Practical-research Conclusions

The school-based flour-sculpture curriculum infused with craftsman-spirit elements significantly enhances student technical proficiency, learning motivation, occupational-habit formation and professional identification. It achieves four-dimensional educational outcomes: technical-skill training, aesthetic-quality improvement, craftsman-spirit cultivation and workplace-post adaptation. Empirical evidence is provided for replicable intangible-heritage-integrated literacy-oriented education within secondary-vocational cooking programmes [12].

6. Conclusions and Prospects

6.1. Core Conclusions

1) A flour-sculpture curriculum system adapted for cooking majors has been constructed. Four interconnected instructional modules correspond to workplace-post requirements and resolve long-standing problems of fragmented content and insufficient practical applicability [13].
2) Operable full-process implementation pathways for craftsman-spirit cultivation have been established. Values of pursuit of excellence, rigorous standard-awareness, patient concentration and iterative innovation are embedded throughout instructional workflows.
3) A three-dimensional evaluation mechanism combining

process-oriented, skill-oriented and literacy-oriented indicators is developed, enabling comprehensive assessment of technical competence and professional-literacy growth and strengthening overall educational effectiveness.

6.2. Research Limitations

1) The practical-implementation period is relatively short; participants are recruited from a single school. Long-term developmental effects on student literacy await further verification.
2) Depth of school-enterprise collaboration remains limited; enterprise instructors participate infrequently in classroom instruction and formal assessment.
3) Digital teaching resources are insufficient; supporting materials including instructional micro-lectures and virtual-simulation training modules are absent.
4) Local-food-culture integration remains superficial; a complete portfolio of region-characteristic artefact assignments needs further development.

6.3. Directions for Future Research

1) Deepen school-enterprise co-construction. Develop post-oriented project packages to advance integrated practical training covering flour-sculpture, cold-platter arrangement, food-carving and banquet-design competencies.
2) Construct digital-resource repositories, including technical-skill micro-lectures, exemplary-work galleries and virtual-training applications.
3) Conduct long-term follow-up research; expand the curriculum into semester-long courses or compulsory club-based modules.
4) Explore local folk customs and food-culture resources to develop systematic region-characteristic integrated flour-sculpture-cooking assignment systems.
5) Refine literacy-oriented multi-dimensional evaluation; incorporate enterprise-led assessment, digital-learning portfolios and student-work-growth-folio assessment tools.

6.4. Summary

This research selects 76 secondary-vocational cooking-major students as participants and investigates school-based-curriculum practice for integrating intangible-heritage flour-sculpture into teaching. Systemic optimisations target prevalent challenges such as curriculum homogenisation, insufficient regional-cultural embeddedness, superficial school-enterprise collaboration, unreasonable class-hour allocation and non-standardised teaching management. Through restructuring curriculum content, supplementing local-cultural teaching cases, standardising instructional workflows and improving evaluation frameworks, student practical competencies and cultural-confidence levels are effectively elevated. Practically actionable references are offered for curriculum-reform practices integrating intangible-cultural-heritage content within secondary-vocational cooking education.

Currently, secondary- and higher-vocational majors including art-design and culinary programmes frequently suffer from convergent talent-cultivation objectives, homogenised curriculum provision and lack of regional characteristics. Integrating folk-art intangible-cultural-heritage resources into specialty instruction enriches educational resources, facilitates intangible-heritage protection and inheritance, promotes curriculum-reform progress and innovates talent-cultivation models, strengthening school-specific and regional teaching characteristics [14]. Organic integration between intangible-heritage content and specialty-course instruction resolves the phenomenon of rhetorical local-culture inclusion without substantive practice, making teaching practice more authentic to vocational-education contexts.

Furthermore, standardised teaching-management systems constitute critical guarantees for curriculum-implementation quality. Improving teaching-regulatory frameworks, optimising operational workflows, clarifying material-and-tool-management protocols and strengthening rule-awareness among teachers and learners create orderly, high-efficiency practical-teaching environments and enhance safety and standardisation for hands-on sessions [15].

By reconciling intangible-heritage inheritance, specialty-instruction delivery and standardised teaching administration, this study fulfils the fundamental educational task of fostering virtue while responding to competency demands from occupational posts. It offers replicable references for peer institutions implementing curriculum reforms embedding intangible-cultural-heritage elements.

Author Contributions

Yang Juan: Conceptualization, Methodology, Resources
Ping Ping: Data curation, Investigation, Writing – original draft
Wang Biaoshi: Funding acquisition, Project administration

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Conflicts of Interest

The authors declare no conflicts of interest.

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