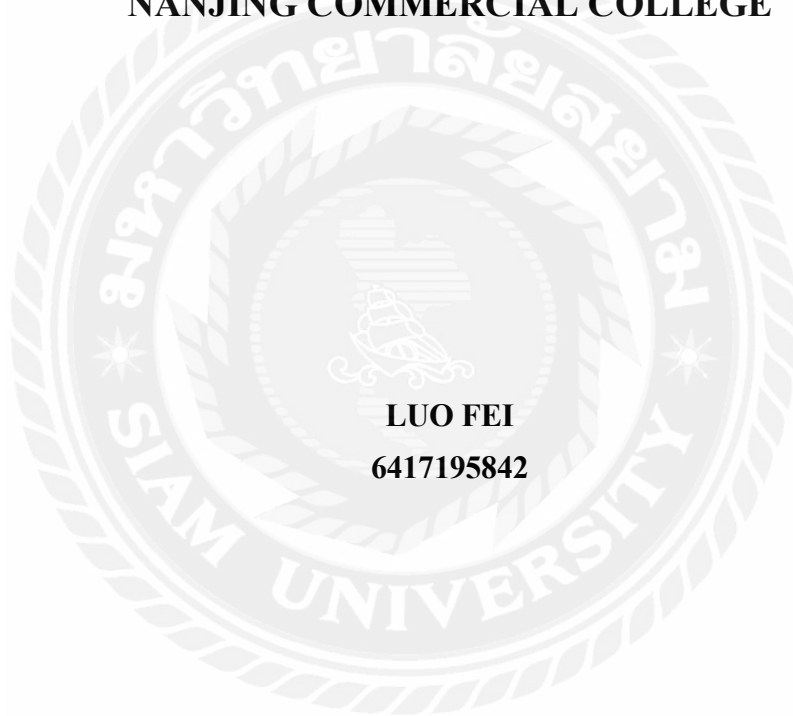




**STUDY ON THE INTEGRATION OF IDEOLOGICAL AND  
POLITICAL EDUCATION INTO COOKING COURSES IN  
NANJING COMMERCIAL COLLEGE**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS  
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS**

**SIAM UNIVERSITY**


**2023**



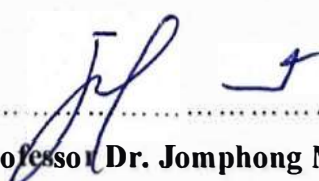
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**LUO FEI**

This Independent Study has been Approved as a Partial Fulfillment of the Requirement  
of International Master of Business Administration in Education Management

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**Title:** Study on the Integration of Ideological and Political Education into Cooking Courses in Nanjing Commercial College

**By:** Luo Fei

**Degree:** Master of Business Administration

**Major:** Education Management

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..... 8 / Jan ..... / 2024 .....

## ABSTRACT

This study focused on the cooking courses at Nanjing Commercial College and aimed to explore the effective ways of integrating ideological and political education into the cooking courses. The objectives of this study were: 1) To analyze the current status of cooking professional curriculum teaching in Nanjing Commercial College; 2) To explore the external and internal factors that influence the integration of ideological and political education into the Cooking Course Instruction.

This study adopted a documentary research method to investigate relevant literature theories on ideological and political education, vocational education, cooking education, and effective teaching. Based on the research objectives of this paper and the combined research and ideas of experts, the study found that: 1) Classroom teaching lacks a student-centered approach, Ideological and political education is not fully integrated with professional teaching, and talent cultivation does not meet the needs of the industry and enterprises; 2) The internal factors influence the integration which included curriculum design teaching objectives teacher team development and textbooks and teaching resources; The external factors which included educational policies and guidelines social demand and industry requirements and external resources and social environment.

Finally, the results of this study are reflected, discussed and suggested. By integrating ideological and political education into the cooking program at Nanjing Commercial College, students' comprehensive quality and thinking abilities can be effectively improved. It is crucial for students to possess competitiveness and adaptability in their career development. Therefore, it is recommended to promote ideological and political education widely in vocational education curricula and combine appropriate learning methods that cater to the characteristics of students, in order to facilitate their comprehensive development.

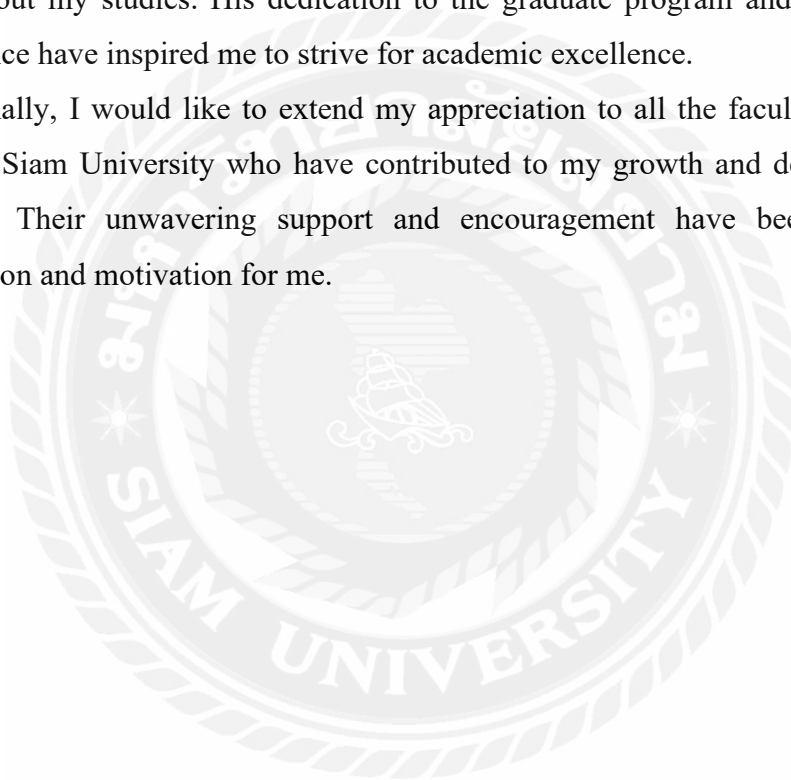
**Keywords:** cooking course, ideological and political education, Professional ethics and social responsibility, comprehensive quality

## **ACKNOWLEDGEMENT**

I would like to express my deepest gratitude to my advisor Dr. Jidapa Chollathanrattanapong, for her invaluable guidance, support, and encouragement throughout my independent study. Her insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, Dean, the Graduate School of Business, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation for me.



## Declaration

*I, LUO FEI, hereby certify that the work embodied in this independent study entitled "Study on the integration of Ideological and Political Education into Cooking Courses in Nanjing Commercial college" is the result of original research and has not been submitted for a higher degree to any other university or institution.*

*LUO FEI*

(LUO FEI)

July 20, 2023



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# Chapter 1 Introduction

## 1.1 Background of study

"The vigorously promoting the construction of vocational education" is an objective requirement for the social development of China in the new era. Vocational education is an essential component of the national education system and human resources development, carrying the critical responsibilities of cultivating diverse talents, inheriting technical skills, and promoting employment and entrepreneurship (Zhou, F. 2023). With the progress of science and technology and the development of community, there is an increasing shortage of current and new types of talents, which has gained more and more attention from community. Therefore, it is urgent to strengthen modern vocational education and enable modern and contemporary kinds of skills. Various industries and sectors require vocational education that can enable skilled artisans and master artisans, and parents hope their children can enjoy high-quality vocational education and have a promising future. All of these bring unlimited opportunities to the development of vocational education in China. The "National Vocational Education Reform Implementation Plan" published in 2019, the "Action Plan for Improving the Quality and Enhancing the Excellence of Vocational Education (2020-2023)" published in 2020, the "Opinions on Promoting the High-Quality Development of Modern Vocational Education" published in 2021, and the "Opinions on Deepening the Reform of the Construction of the Modern Vocational Education System" published in 2022 continuously construct and innovate the essential framework and main content of China's modern vocational education system. These documents indicate that "establishing a high-quality vocational education system and cultivating high-quality technical and skilled talents" is the path and basic elements of the reform and construction of the modern vocational education system.

The fundamental task of developing high-quality vocational education in China is to cultivate skilled technical talents, proficient artisans, and highly skilled workers. It is also about connecting vocational education with the current teaching, industry, and innovation chains to meet the talent demand. Strengthening the training of moral and technical skills in vocational education means fully integrating the requirements of ideological and political literacy in the whole process of training technical and skilled personnel (Huang, X. 2023). It also needs to emphasize the cultivation of moral character and the improvement of abilities, as well as the combination of education about ideals and beliefs with the development of ideal behavior.

The goal of vocational schools in educating students is multi-dimensional and comprehensive, encompassing not only the imparting of knowledge but also the cultivation of skills and the forging of character. The concept of "cultivating talents through virtues" has always been at the core of talent cultivation in vocational schools and serves as the foundation of character education. The curriculum system and

teaching in vocational schools are important carriers and channels for moral and political education, adhering to the principles of "teaching both knowledge and character, cultivating virtue and nurturing talents" to meet the needs of student's growth and development. Integrating moral and ethical education into professional practices is also an important direction for talent development in vocational schools.

Based on a deep understanding of the characteristics of different subjects and courses, effective moral and political education should be carried out throughout the process of knowledge imparting, skill cultivation, and character shaping (Cai, S., & Jiang, J. 2022). The method aims to cultivate students who are comprehensively developed in morality, intelligence, physical fitness, aesthetics, and labor skills, and who become excellent builders needed by various industries and enterprises.

With the development of economy and the improvement of people's living standards, the importance of cooking culture and cooking skills has been constantly increasing. Vocational skilled talents are the foundation and core of the cooking industry (Suhairom, N., Musta' amal, A. H., Amin, N. F. M., Kamin, Y., & Wahid, N. H. A. 2019). With the flourishing development of the catering industry, the demand for high-quality and highly skilled cooking talents is increasing. High-quality technical talents have become an essential driving force for the industry's development and growth.

As a comprehensive discipline mainly focusing on the transmission of food production skills, the cooking major has important significance in social and economic development and in improving national dietary standards. With its characteristic emphasis on theory and practice, it embodies rich content such as craftsmanship, professional ethics, and national pride (Hu, K. 2023), providing vivid material for the implementation of course-oriented ideological and political education.

Nanjing city, the ancient capital of the Six Dynasties, has a rich historical cooking culture. With the booming development of today's culture and tourism industry, the demand for culinary talents is constantly increasing, and people's expectations for their technical expertise and abilities are also constantly increasing. Nanjing Commercial College is committed to creating a high-end and high-quality vocational school that integrates closely with the regional economy (Shijie, W.). It was the first school in Nanjing to offer a cooking program in 1984 and has a long history of education. The cooking program has become a leading brand in the province and city.

This paper takes the cooking program of Nanjing Commercial College as the research starting point, with the objective of exploring how to incorporate rich elements of moral and ideological education into cooking professional teaching. It guides students to understand the profound history and admirable cooking culture of the Chinese nation, as well as excellent cooking skills, thereby enhancing their confidence and pride in their nationality. Combined with professional qualities such as dedication to the profession, love for one's position, honesty, outstanding skills,



safety responsibility, and team cooperation, the overall development of student talents and the training of high-quality technical and skilled professionals capable of serving industries and enterprises are cultivated (Peng, & Li, J. 2023).

## **1.2 Problems of study**

In vocational education, particularly in the cooking major, there is often an issue of disconnection between ideological and political education and the teaching of professional courses. Students primarily focus on skill training and practical operations, lacking sufficient understanding of the importance and content of ideological and political education. They lack a conscious identification with core values (Zhang, W. 2023).

In the cooking major of vocational education, students primarily concentrate on developing technical skills and operational abilities, but they lack the cultivation of innovation capacity and entrepreneurial awareness. Consequently, students excessively rely on traditional cooking methods and practices in their work, making it difficult for them to adapt to the industry's rapid changes and developmental requirements (Yang, L. 2023).

The current curriculum design in the cooking major is often too traditional and inflexible, failing to keep up with societal demands and technological advancements while lacking effective alignment with enterprise and market needs (Pan, Y. 2021). The cooking industry is highly professional and demands advanced skills. Its rapid and dynamic development has caused some schools to focus solely on basic cooking techniques and foundational knowledge, neglecting the cultivation of emerging cooking technologies and innovative thinking. As a result, graduates face the challenge of inadequate technical skills and lack of knowledge when entering the job market.

## **1.3 Objectives of Study**

1. To analyze the current status of cooking course teaching in Nanjing Commercial College.
2. To explore the internal and external factors that influence integrating ideological and political education into cooking course teaching.

## **1.4 Scope of Study**

This study adopts the documentary research methodology approach. The study explores the feasibility and effectiveness of integrating ideological and political education into the cooking curriculum (Gao, J. 2020). It provides in-depth exploration and practical research results, integrating ideological and political education into the cooking courses of Nanjing Commercial College. In addition, it provides valuable insights for research and practice in the field of ideological and political education in vocational schools.

Analyzing the current situation of ideological and political courses at Nanjing Commercial College, this article reviews 162 articles, including 45 papers on curriculum ideological and political education, 32 papers on ideological and political construction, 15 papers on vocational colleges, 22 papers on teaching reform, 20 papers on curriculum ideological and political education, and 28 papers on constructing theory of ideas, completed from September 2021 to July 2023.

## **1.5 Significant of study**

### **1.Theoretical Significance:**

1) Enriching educational theoretical research: Currently, there is relatively less research on integrating moral education into vocational education. This paper takes cooking courses as an example and proposes innovative research ideas and development directions in the field of vocational education. By studying the implementation of moral education strategies in vocational school cooking courses, the scope and content of moral education theoretical research can be enriched, providing new ideas and methods for the research and practice of vocational education (Wang, D., and Wu, Y. 2023).

2 ) Exploring the integration of ideological and moral education with professional education: The organic integration of ideological and moral education with professional education is an essential requirement of current educational reform (Che, Y. 2022). Researching this topic can provide practical experience and references for effectively combining ideological and moral education with cooking program courses.

3) Promoting interdisciplinary research in the education system: Research on the implementation of moral education strategies in vocational school cooking projects involves knowledge in multiple disciplines such as education, ideological and political education, and vocational education (Aithal, P. S., & Aithal, S.2020). This research promotes interdisciplinary research and exchange within the education system.

### **2. Practical Significance:**

1) Optimizing teaching models: Research and exploration of the implementation of ideological and moral education strategies in cooking programs provide forward-looking, targeted, feasible, directional, and actionable optimization plans and strategies for teaching models (Cheng, B. 2022). This helps to improve teaching efficiency and quality.

2) Cultivating professional talents: Through the integration of ideological and moral education, students can develop correct professional attitudes and values, improving their comprehensive qualities and professional abilities (Weidman, J. C., Twale, D. J., & Stein, E. L. 2001). This helps cultivate professional talents in the food and catering industry who possess solid professional knowledge and good moral character.

3) Promoting vocational education reform: The research findings contribute to promoting the reform and enhancement of vocational school cooking education. Through practical exploration, they provide a basis for formulating relevant policies and reform plans for vocational schools, promoting the sustainable development of cooking education (Zhao, R., & Guan, S. 2022).

4) Promoting collaborative development in the industry: Ideological and moral education emphasizes cultivating social responsibility and citizen consciousness. Combining ideological and moral education with cooking programs helps promote standardization and sustainable development in the food and catering industry, fostering collaborative cooperation among different stakeholders within the industry (Zhang, X., & Li, L. 2021). This research has strong practical value.



## Chapter 2 Literature Review

This chapter mainly conducts a literature review and analysis, examining and analyzing the current state of ideological and political education in professional courses in vocational schools in our country, including students' cognition of ideological and political courses, their level of participation, and their understanding and attitude towards their own career development and social responsibility.

This study analyzed the internal and external factors affecting the integration of ideological and political education into the culinary professional courses of Nanjing Commercial College. On this basis, it actively explores the feasibility and effectiveness of integrating ideological and political education into cooking courses, helps vocational schools fully understand the ideological and political aspects of the curriculum (Liu, Q., & Liu, Y., 2023), improve students' professional capabilities, comprehensive quality and social responsibility, and improve teaching methods and the overall quality of vocational schools.

### 2.1 Ideological and political education

"Ideological and Political Education" is an integrated educational concept of curriculum-oriented ideological and political education, which refers to combining various courses with ideological and political theory courses to construct a comprehensive, continuous, and integrated education framework. It emphasizes the synergistic effect between these courses and regards the cultivation of moral integrity as the basic task of education. This paper mainly studies the integration of ideological and political education into vocational school professional courses (Wang, H., 2022), specifically the cooking courses of Nanjing Commercial College.

Firstly, through research, according to the expert Chen Hao, the guiding of the socialist core value system is an important content in shaping ideological and political education in higher education. The research found that curriculum political thought involves integrating the content and requirements of ideological and political education into vocational education professional courses. It is achieved by designing curriculum content, teaching methods, and evaluation methods, in which elements of ideological and political education, including theoretical knowledge, values, and spiritual pursuits, are subtly integrated into each course (Chen, H., 2023). This integration affects students' consciousness and behavior, cultivates their socialist core values and moral qualities. Curriculum political thought should be based on the characteristics and needs of students' occupations, and promote the organic integration of students' ideological and moral qualities and professional development.

Secondly, curriculum political thought should also focus on cultivating students' sense of social responsibility, professional ethics, and innovative consciousness.

Through the selection, organization, and design of activities in the course and teaching process, students are guided to form a correct perspective on life, values, and a spirit of innovation. Therefore, according to the research of expert Liang Xiaojian, it is necessary to integrate "curriculum political thought education" into university students' career planning courses, in addition to teaching professional knowledge, priority is given to cultivating students' professional consciousness, thinking ability, and innovative skills to meet social development needs (Liang, X.,2023).

In addition, according to the research perspective of Associate Professor Ou Yunnan, the implementation of course thought and politics needs to be based on different student groups and their professional characteristics, and carry out individualized course design and differentiated teaching strategies. Emphasize improving teachers' theoretical literacy and teaching ability, and the collaboration of professional ideological and political teachers, effectively implementing curriculum political thought (Ou, Y. 2023).

Finally, according to the research results of Zhuang Zhenmin, Guan Xu, Huang Jingru, Wang Zhen, curriculum political thought evaluation should mainly focus on indicators such as students' academic performance, self-evaluation, social cognition, etc., put forward an evaluation method based on students' ideological and moral qualities, professional ability and comprehensive ability, aiming to establish a scientific evaluation system, to provide comprehensive theoretical support for the actual application of curriculum ideology and politics (Zhuang, Z., Guan, X., Huang, J., & Wang, Z. 2023). The purpose is to comprehensively and objectively evaluate the actual effectiveness of curriculum ideology and politics.

## **2.2 Nanjing Commercial College**

Nanjing Commercial College, located in Nanjing, Jiangsu Province, China, was established in 1956. It is a state-owned public vocational school closely linked to the economic belt of the Yangtze River Delta. The school is a national key vocational school, a nationally recognized school of educational reform and innovation, a national traditional school of science and sports, a national teacher training base, a high-level demonstration vocational school in Jiangsu Province, a provincial moral education demonstration school, a safety campus in Jiangsu Province, and one of the top ten schools in teaching management in Jiangsu Province (Zheng, X. 2019).

The school covers an area of 132,667 square meters with a building area of 106,818 square meters and has more than 7,000 faculty and staff. It offers a five-year higher vocational education program with 16 majors and 13 secondary vocational education majors. The school has 4 provincial modern professional groups, 7 provincial brand specialties, and several national training bases for cooking, accounting, computer network technology, logistics, etc.

Nanjing Commercial College integrates party building with its overall work planning, deployment, and evaluation. It has developed a comprehensive education

system, known as "Triple Advantages Cooperation, Triple Abilities Integration, and Multidimensional Integration". It has also established a mechanism that integrates morality and skills, practical work and theoretical learning, knowledge and action, forming a positive moral education curriculum system including ideological and political courses, morning reading and micro moral education courses, life experience courses, comprehensive practice courses, extracurricular courses and other courses (Hartman, E., Kiely, R. C., Friedrichs, J., & Boettcher, C. 2023).

The school adheres to the principle of "esteeming skills and moral excellence for the world", closely follows the pulse of local economic transformation and development, and has established professional clusters centered on tax intelligence finance, modern logistics, intelligent information, and cooking art. The school practices "pursuit of academic excellence, employment priority, entrepreneurship and innovation" as its educational practice, committed to connotation development, enhancing students' interest, cultivating technical skilled talents with moral and technical excellence. The goal of the school is to achieve high-quality, high-end education that is highly integrated with the regional economy (Huang, J. 2023).

The school attaches great importance to investment in professional equipment and facilities, deepening the integration of industry and education, establishing cooperation between schools and enterprises, and building and sharing training bases. It has established multiple high-quality vocational education training bases integrating practical teaching, social training, enterprise actual production, and social technical services. The total value of the school's teaching and research equipment is 86.3556 million yuan. The school also has a library with 898,453 physical books, providing an average of 127 books per student (Yin, S. 2017).

The school takes the construction of industry colleges and the promotion of modern apprenticeship development as its carrier, deepens the research and practice of industry-education integration, and deepens the operation mechanism of school-enterprise cooperation. The school has established two provincial-level accounting and cooking art modern training bases. It has jointly established a financial cloud sharing center and a financial cloud sharing industry-university-research base with Jiangsu Kaishuibang Technology Co., Ltd. In cooperation with China Animation Group, it created Nanjing Cultural Creativity College, and established Lenovo IT College in cooperation with Lenovo Group. In addition, the school has also established Tomato Cooking College in cooperation with Jiangsu Catering Industry Association, and JD E-commerce College in cooperation with JD Group. The school and enterprises jointly improve the management system and mechanism of the industry college, promote the training base of the modern apprentice talent training model through joint construction and sharing, and train students and employees, forming a coordinated development mechanism between the school and enterprises (Zhang, L. 2021).

Through in-depth research and scientific demonstration, the school has launched talent training programs for professional development based on professional quality and skill development. The school, according to the needs of the industry and enterprises and the needs of professional teaching, based on the deep integration of the school and enterprises, designs the overall talent training program and the top-level design of the professional group. And the teaching content has been reorganized, and a curriculum content system based on production tasks and enterprise standards has been established (Sun, H., & Sun, W.2020, July)). The school introduces enterprises into the school and has created various talent training models such as the "Co-education of Men and Women, Collaborative Innovation" for the computer network technology professional group, the "Data Intelligence Leadership and School-Enterprise Cooperation" for the accounting technology professional group, the "School and Enterprise Stiffness, Intangible Cultural Heritage Inheritance" for the cooking technology and nutrition professional group, and the "Production, Education, Industry, Enterprise, School Competitive Linkage Integration" for the e-commerce logistics professional group.

The school promotes the comprehensive curriculum reform of ideological and political education, known as "Resonance". It has established a long-term mechanism for the construction of professional ethics and teacher ethics, implemented a practical framework and carriers for the synchronous development of professional ideological and political courses and ideological and political courses. This creates a good atmosphere of resonance and collaboration among all teachers in student education and ensures the basic task of moral education is implemented. The school incorporates ideological and political education into the overall framework of comprehensive education and deepens the implementation of ideological and political education in professional courses. It integrates the core requirements of the "ideological and political education" discipline into industry, professional theory, and practical requirements, encouraging students to succeed in professional learning. All teachers adhere to values such as "cultivating virtues, cultivating knowledge, and educating others with virtues" (Cui, S.2022). The school also emphasizes academic skills and dual-guided authorization, highlights student's vocational literacy education, deepens the reform of the training mode of compound technical skills talents, and forms a skill training system that integrates vocational certificates, courses, competitions, industries, and education.

The school places high emphasis on innovation and entrepreneurship education, focusing on the organic integration of professional education and entrepreneurship education, and forming a "innovation and entrepreneurship" campus mechanism integrating "enterprises, society, professional qualification certificates, competitions, and courses". In cooperation with industries and enterprises, talent incubation bases have been established in areas such as finance, e-commerce, culinary arts, animation,

professional skills, and information technology, with the aim of jointly cultivating composite talents in innovation and entrepreneurship. Currently, there are five innovation and entrepreneurship practice bases (Zhang, L., & Ning, X. 2023). The school strongly supports the innovation and entrepreneurship association, with a total of 52 innovation and entrepreneurship clubs, among which the “Nanshang Junhao” entrepreneurship club has become the main body of the school’s innovation and entrepreneurship competitions, with nine city-level entrepreneurship funding support projects. The school is firmly promoting the integration of courses and qualification certificates, incorporating the related content of “1+X” certification into regular teaching. Obtaining a 1+X skill level certificate, such as e-commerce data analysis, restaurant operation management, web frontend development, digital creative modeling, and network security operation, provides students with extra skills, becoming an important factor for the success of innovation and entrepreneurship projects.

The school has established and perfected mechanisms for promoting employment, providing students with various forms of employment and entrepreneurship services, such as career planning, practical experience, and employment guidance, to improve their employability. The school has established a management structure led by the principal and managed by the admissions and employment office and various departments. The admissions and employment office is responsible for the school’s admissions and employment work, and regularly organizes internship weeks, job fairs, campus recruitment fairs, and company visit classrooms to continuously improve the quality of employment services. In the past three years, the satisfaction of graduates and employers has reached 100% (Yin, S. 2019).

The school has established the Jiangsu Province Business Flavors Vocational Experience Center, Gulou Community Training College, Jiangsu Province Zhongshan National Vocational Skills Assessment College, and Nanjing Sixth National Vocational Skills Assessment College, all of which are training and vocational skills assessment institutions. In cooperation with the Jiangsu Province Catering Industry Association, the Jiangsu Province Catering Vocational Education Group was established, fully utilizing the school’s professional advantages, showcasing its leading and radiating roles, and becoming an important basis for local industries to train and deliver skilled technical talents. In the past three years, the school has sent three professional teachers to support the teaching of Xinjiang Yili Vocational School, helping the school’s teachers win first prize in autonomous region and national teaching competitions.

Stand on a new starting point, run toward a new goal. The university adheres to high-starting point planning, high-level construction and high-quality development, and has established the development goal of building a high-level vocational and technical university. Under the guidance of Xi Jinping Thought on Socialism with



Chinese Characteristics for a New Era, the school will deeply study, publicize and implement the twenty spirit of the Party, reform, pioneering and innovative, and strive for the realization of new development goals with full enthusiasm, high morale and tenacious fighting spirit. Nanjing Commercial College will continue to aim at cultivating technically skilled talents with moral and technical excellence, closely following the talent supply demands of building a "national service economy center" during the "14th Five-Year Plan" period in Nanjing, which is led by software information, financial technology, modern logistics, business and trade, cultural tourism, and health. Efforts will be made to build a "high-quality, high-end vocational school that closely integrates with the regional economy," and strive to be listed among the top 200 "holistic education" exemplary schools and 1,000 high-quality secondary vocational schools in the country by 2024 (Wadia, L. C., & Shamsu, S. T. 2020).

### **2.3 The Culinary Program at Nanjing Commercial College**

The culinary program at Nanjing Commercial College was established in 1984. The program is a deputy chair unit of the Jiangsu Catering Association, chair unit of the Jiangsu Catering Vocational Education Group, an executive director unit of the Jiangsu Cooking Association, and a deputy chair unit of the Nanjing Catering Chamber of Commerce. The cooking project has jointly established the Tomato Cooking College with the Jiangsu Catering Industry Association, and cooperated with Jinling Hotel, Gugnando Group, etc., to create the "Shanghai Weifang" provincial vocational experience center.

In 2011, it was recognized as a brand specialty in Jiangsu province, and in 2017, it successfully established the Jiangsu Province Modern Cooking Professional Group. In 2019, it was recognized as a provincial modern training base, and in 2022, it was recognized by the Jiangsu Provincial Department of Education as a provincial quality specialty. The school focuses on the core characteristics of Chinese cuisine, actively integrates into local economic development, promotes the integration of industry and education, and cooperates with enterprises. It constantly innovates the talent training model and improves the quality of talent training.

The culinary program actively serves the needs of the local area. The "Living Education" vocational experience course was awarded as the "Excellent Online Teaching Project" in Nanjing Vocational Schools, and won the second prize for vocational education teaching achievements in Jiangsu Province and the first prize in the 8th Teaching Achievement Competition of Jiangsu United Vocational Technical College. The program provides professional skill training for various military, enterprise, and business units such as the Jiangsu Armed Police Force and the Eastern Theater Command. The cooking team also provides technical development services for companies such as Zhongshan Architecture and Gugnando Group. In addition, it assists vocational schools such as the Jiangsu Vocational Education Centre and the

Xinjiang Silk Road Vocational Technical College in conducting teacher training, professional development, and competition training, demonstrating a positive demonstration and radiation effect.

The cooking teaching team of Nanjing Commercial College is an excellent teaching team of Nanjing Vocational Education, a senior teaching research team of Nanjing cooking specialty, and a teacher with exemplary moral behavior in the Gulou education system. All full-time teachers in the team have a bachelor's degree or above, of which 100% are "double-qualified" teachers. The team includes coaches who won gold medals in national and provincial competitions, two Jiangsu cooking craftsmen, two part-time researchers in cooking specialties, authors and contributors to the Ministry of Education's professional skill teaching standards, national and provincial evaluators, members of the provincial academic level examination center, three subject leaders in districts and cities, and five cooking masters. The team also hires external professionals who have industry influence and the status of "Jiangsu Cooking Intangible Cultural Heritage Inheritor" as leaders in the field, to improve their teaching ability and professional development through professional construction and educational research (Avidov-Ungar, O. 2016).

Furthermore, many members of the teaching team have strong theoretical knowledge and practical skills. They are fully capable of writing various types of papers, conducting research projects, providing IT-based teaching, and participating in competitions. Over the years, team members, either individually or guiding students, have achieved excellent results in national, provincial, and municipal skill competitions, teaching competitions, and various industry competitions, significantly improving the overall level of the professional teaching team and rapidly improving comprehensive professional abilities. They have won first prizes in national and provincial IT teaching competitions, 5 gold medals in national skill competitions, and 17 gold medals at the provincial level. The teaching team includes 5 Chinese culinary masters, 3 provincial and municipal technical experts, and 2 experts in the provincial vocational ability development expert database.

The project's training base has been rated as a provincial-level high-level demonstration practical training base, a provincial-level modern training base, and a standardized examination venue for academic and skill examinations in Jiangsu Province. The equipment and facilities of the training base are the best in the province, with advanced functions, meeting the requirements of student training and the teaching needs of practical courses. The completion rate of internship training is 100%. The project has established partnership relationships with domestic and international brand groups such as Jinling Hotel Group and Suning Hotel Management Group, creating nearly 12 wide-ranging and representative modern off-campus internship training bases, integrating "practical teaching, actual production, social training, technical services, skill competitions, innovation and entrepreneurship,

intangible cultural heritage inheritance” (Ren, C. J. 2021). These internship training bases cater to the needs of student internships and employment.

Since the establishment of the project in 1984, the enrollment scale and student quality have been steadily developing. The project has two excellent municipal associations and an excellent municipal youth volunteer service collective. Through three years of study, students have achieved significant results in skill challenges, regular assessments, and skill certifications. All students have received the intermediate certificate of Chinese cooking art, the intermediate certificate of Chinese pastry art, and 100% proficiency in Mandarin. The school has established a sound graduate employment tracking and management mechanism. In recent years, according to the surveys and tracking by the relevant departments of the Nanjing Education Bureau, the school’s overall satisfaction ranks first among sister schools in Nanjing. The initial employment rate of graduates is as high as 96%, the employment rate in related industries is 94.3%, and the satisfaction of employers is 100%.

The culinary program of Nanjing Business School will be based in Nanjing, radiating across Jiangsu, accurately serving the tourism industry, and promoting the coordinated development of Han education. 2023). The project will scientifically and normatively formulate and implement talent training plans, be responsible for inheriting local cooking skills and cooking culture in Jiangsu, and construct a professional curriculum system centered on “craft-oriented education and skill inheritance”. It will continue to promote the high-quality development of high-skilled talents in the tourism and cooking fields and establish high-level professional projects that adapt to the development of regional tourism and catering industries (Nor Aziah, A. 2018).

## **2.4 Cooking course**

Cooking courses refer to a three-year theoretical and practical program offered by vocational schools specializing in culinary arts. This article focuses on professionally oriented courses, which are different from general cultural foundation courses. The main goal of the cooking courses is to train students in basic cooking skills, including ingredient handling, utensil use, and cooking procedures. In addition, it aims to develop students' ability to innovate dishes and adjust flavors, enabling them to apply the knowledge they have learned to various cooking scenarios to meet different individual’s needs (Chen, R. X. 2022). Moreover, cooking courses also emphasize cultivating students' professional qualities, such as hygiene awareness, team collaboration capabilities, and service attitude. Research shows that the talent development objectives of cooking courses are diverse, aiming to cultivate culinary professionals with practical skills, innovative spirit, and professional qualities (Aron, L., Botella, M., & Lubart, T. 2019).

According to the research results of Yang Binbin, his research provides insights into the talent training model of China's vocational cooking programs. The

development of cooking courses is closely related to changes in society's demand for talents. On the one hand, with the development of social and economic development and the increase in people's demand for healthy eating, the cooking industry's demand for high-skilled chefs and culinary talents is increasing. On the other hand, the development of cooking courses is also affected by factors such as culture, technology, and educational concepts. For example, the international exchange of cooking culture has promoted the diversified development of cooking courses, and the emergence of advanced kitchen equipment and cooking technology has driven the renewal of courses (Yang, B. B., 2023).

The implementation of cooking courses not only includes the selection of teaching content and methods but also includes the allocation of teachers and facilities. In the implementation process of cooking courses, the professional spirit and teaching experience of teachers are particularly important. At the same time, modern teaching equipment and laboratory conditions are crucial for students' practical teaching and skill development. In addition, the implementation of cooking courses needs to cooperate with related industries and companies to ensure that students have practical skills and abilities (Wan, T. H., Hsu, Y. S., Wong, J. Y., & Liu, S. H. 2017).

In recent years, the content and teaching methods of cooking courses have gradually followed the trend of industry development, integrating more modern technology and cooking innovation. Course design is increasingly focused on cultivating students' practical abilities, such as ingredient selection, processing techniques, and dish innovation. The globalization of cooking culture and the concern for healthy eating have led cooking courses to prioritize cross-cultural learning and health education.

Citing the views of Associate Professor Wu Yujie, integrating cooking courses with ideological and political education can promote the cultivation of students' ideological and moral qualities and social responsibility (Wu, Y., 2023). Common methods include integrating elements of ideological and political education into cooking skill teaching, such as food safety awareness and professional ethics training, and course content design (Shani, A., Belhassen, Y., & Soskolne, D. 2013). In teaching methods, case analysis, discussion, and team collaboration can be used to stimulate students' critical thinking and team spirit.

## **2.5 Analysis of internal and external factors affecting the integration of ideological and political education into cooking courses**

### **1. Internal factors:**

1) Course design and teaching objectives: The degree and depth of integrating ideological and political education into cooking courses are influenced by the course design and teaching objectives. If the course is too independent and views ideological and political education as an independent course, it will be difficult to achieve the organic integration of ideology and cooking practice. Combining Professor Rong's

viewpoint, we can draw the following conclusion: When designing cooking courses, Nanjing Commercial College should focus on combining ideological and political education with practical teaching, and integrate ideological elements into the specific teaching of cooking skills and knowledge. (Rong, B., 2023).

2) Development of the teacher team: According to Professor Duan Libin's viewpoint, teachers' understanding and attitude towards the integration of ideological and political education into the course play a significant role. The teaching team should have a deep understanding of cooking professional knowledge and skills, and should also have professional capabilities in ideological and political education. In addition, teachers need to consciously integrate the content of ideological and political education into cooking courses, and cultivate students' moral and ideological development through specific cases and guidance teaching methods (Duan, L., 2020).

3) Textbooks and teaching resources: Textbooks and teaching resources are important tools for realizing the integration of ideological and political education into the curriculum. Combining the research perspectives of experts Liu Juan and Wang Peixing, the importance of integrating ideological and political factors into vocational planning textbooks is emphasized. Through their research and practice, they provide insights into effective methods for integrating these elements, which can improve the quality of education in vocational colleges. The cooking courses of Nanjing Commercial College should incorporate elements of ideological and political education into textbooks and teaching resources, emphasizing the cultivation of students' cooking skills, as well as promoting ethical and moral education. The development and selection of textbooks should take into account the actual situation and needs of students (Liu, J., & Wang, P. X. 2023), guiding them to reflect and explore the potential values and moral orientations of cooking.

## 2. External factors:

1) Educational policies and guidelines: Educational policies and guidelines play a crucial role in promoting the integration of ideological and political education into cooking courses at Nanjing Commercial College. Expert Cao Ye's research points out that to effectively implement curriculum concepts in vocational colleges, the characteristics of talent cultivation must be emphasized. The study stresses the need to align the curriculum with the targets and requirements of professional development, industry demand, and social demand. By integrating ideological and ethical elements into vocational courses, students can cultivate a sense of social responsibility, professional ethics, and a comprehensive understanding of their chosen field. Schools should pay attention to relevant national and local education policies, actively respond to national development strategies, and incorporate the requirements of ideological and political education into cooking courses. In addition, schools can refer to policy documents and guidance, strengthen the requirements and guidelines for integrating ideological and political education into cooking courses, thereby improving the level of ideological and political education in professional education (Cao, Y. 2023).

2) Social needs and industry needs: Based on the research results of Liu Lei and Han Yixing, the study focuses on the two-way embedded mechanism of combining curriculum ideas with professional courses in higher education. Their research shows that carefully designed and integrated curriculum ideas and professional courses can contribute to the overall development of students' thinking, morality, and professional abilities. By embedding ideological and ethical considerations into discipline knowledge and skills, this method promotes a more comprehensive education that meets social needs and cultivates socially responsible professionals. The depth and breadth of incorporating ideological and political education into cooking courses are also influenced by social and industry requirements (Liu, L., & Han, Y. X. 2022). Nanjing Commercial College should pay attention to the demand for talents in the cooking industry and understand the qualifications and values expected by society for cooking professionals. These factors should be considered when incorporating ideological and political education into cooking courses (Hu, X. W. 2022). By studying social and industry needs, Nanjing Commercial College can accurately adjust the direction and content of integration to improve the overall quality and abilities of cooking students.

3) External resources and social environment: According to the research results of expert Xu Baofeng, it can be inferred that social practice plays a crucial role in the effectiveness of ideological and political education in higher education institutions. The study emphasizes the importance of providing students with practical opportunities to apply and reflect on their ideological and political knowledge. By participating in social practice activities, students can not only deepen their understanding of ideological and political concepts but also develop critical thinking, problem-solving abilities, and a sense of social responsibility. This study suggests that higher education institutions should actively explore and organize diversified, meaningful social practice activities to improve the quality and impact of ideological and political education. External resources and the social environment also play an important role in incorporating ideological and political education into cooking courses at Nanjing Commercial College. The school can establish cooperative relationships with relevant industry organizations, invite industry experts to participate in curriculum design and teaching practice, make full use of industry resources and advanced technology, and enrich the ideological and political content of cooking courses. In addition (Xu, B. F. 2022), Nanjing Commercial College can actively participate in social activities, such as organizing students to participate in public welfare causes and volunteer services, cultivating students' sense of social responsibility and civic awareness, and improving students' moral and ethical quality.

## **Chapter 3 Research Methodology**

### **3.1 Introduction**

The research method adopted in this paper is the literature method. Literature review is an important research method, which involves collecting, analyzing, and studying various existing related literature to select information for specific surveys and research. This study conducted a literature review through literature resources such as knowledge databases, master's theses, journal articles, and official education websites.

### **3.2 Data Collection**

During the literature review process, the researcher collected a large amount of literature as reference literature, and finally selected 63 articles closely related to this study as reference literature. Through the review and theoretical summary of the literature in the field of vocational education and curriculum ideology and politics, the researcher has a comprehensive understanding of relevant information, providing a theoretical basis for the entire paper.

### **3.3 Data Analysis**

After collecting the literature, the collected literature is deeply and carefully studied and comprehensively sorted out. Through literature research, the researcher clarified the core issues of this study and analyzed and summarized the problems that need to be solved.

This study extracted indicators for effective integration of vocational courses and ideological and political education in vocational schools from related literature. Researchers also mentioned the basic requirements for the construction of "ideological and political courses" in vocational schools under the current background. We have made effective explorations of the reform of ideological and political teaching in professional courses, and initially established a cooperation system and evaluation indicators for incorporating ideological and political education into the cooking courses of Nanjing Commercial College.

This thesis uses the method of literature review, integrates various related literature resources, accurately grasps the status quo and problems of the research field, and provides a solid theoretical foundation for the research. At the same time, through the comprehensive analysis and organization of literature, researchers can discuss this issue from multiple angles, providing comprehensive theoretical support for the research. The advantage of this method is that it allows for the wide collection and use of existing knowledge and research results, providing ample background and literature support for this study.

In conclusion, the literature review method used in this paper provides the

researcher with a wide range of literature resources on a solid theoretical research foundation, accurately analyzing and comprehending the current status of ideological and political education in the cooking course at Nanjing Commercial College and the issues arising from internal and external factors. Through comprehensive understanding of the literature, extensive collection and utilization of literature resources and research findings, with sufficient research background and literature support, and in conjunction with the perspectives of experts, the researchers explore the identified problems from multiple angles, conduct accurate and effective analysis, and propose an approach and conclusions to address the integration of ideological and political education into the cooking course at Nanjing Commercial College.





## Chapter 4 Findings

This study retrospectively analyzed the literature collected and the current status of ideological and political education in vocational school courses. Through literature review, this study aims to assess the current status of ideological and political education in vocational school courses. The preliminary selection and determination of the problems existing in the implementation of the teaching strategies of ideological and political courses in the culinary professional courses of Nanjing Commercial College were made. Corresponding conclusions were drawn.

### **4.1 The current status of ideological and political education in the culinary courses of Nanjing Commercial College.**

In the culinary courses of Nanjing Commercial College, there is a significant gap between ideological and political education and professional course teaching. Currently, ideological and political education in cooking courses has not been fully integrated with professional course teaching, which makes students unable to develop correct values, attitudes, and modes of thinking while learning professional knowledge and skills. This lack of integration does not highlight the uniqueness of the cooking profession and requires further research and improvement to enhance the pertinence and practicality of ideological and political education.

In the culinary courses of Nanjing Commercial College, there is a significant gap between ideological and political education and the teaching of professional courses. Currently, the ideological and political education in the cooking program does not fully integrate with the teaching of professional courses, resulting in students not being able to develop correct values, attitudes, and ways of thinking while learning professional knowledge and skills. This lack of integration fails to highlight the uniqueness of the cooking profession, and further research and improvement are needed to enhance the pertinence and practicality of ideological and political education.

In the culinary courses of Nanjing Commercial College, the school and teachers occupy an excessive dominant position in ideological and political education, not emphasizing the role of students as subjects. Therefore, students lack the ability to think critically, independently, and creatively. Students must be guided to become the subjects of ideological and political education and cultivate their ability to learn and think independently.

In the culinary courses of Nanjing Commercial College, teaching methods are relatively monotonous, mainly relying on traditional teaching methods. This practice easily leads to student fatigue and lack of interest in learning because students emphasize the improvement of their technical capabilities, directly affecting their attention and participation in ideological and political education.

In the culinary courses of Nanjing Commercial College, there is a lack of cultivation of innovation and entrepreneurship capabilities. The curriculum of cooking courses mainly focuses on the transfer of technical skills, ignoring the cultivation of students' creative thinking and innovative methods. Lack of practical opportunities for students, lack of cooperation with enterprises, and support for entrepreneurial projects. Therefore, students cannot adapt to the ever-changing market and consumer demand.

#### **4.2 Internal and external factors affecting the integration of ideological and political education into the culinary professional courses of Nanjing Commercial College.**

##### 1. Internal factors:

1) Course design and teaching objectives: Nanjing Commercial College lacks an overall plan to integrate ideological and political education into course design, which makes ideological and political education an additional part independent of culinary professional courses, lacking organic integration with various professional courses. At the same time, teaching objectives overemphasize the cultivation of technical capabilities and neglect the development of students' thoughts, morals, and values. This creates a significant gap between ideological and political education and professional skill education. The evaluation system should comprehensively evaluate students' skills, knowledge, and ideological literacy. However, in the culinary professional courses of Nanjing Commercial College, the evaluation system tends more to evaluate technical skills. This leads students to prioritize skill training in the learning process, thereby reducing the importance of ideological and political education.

2) Teacher team development: The cooking teaching team of Nanjing Commercial College shows different levels of professional capabilities and teaching capabilities, which affects the accuracy and effectiveness of ideological and political education implementation in courses. The lack of effective communication and cooperation among team members makes it difficult to establish a unified course design and consistency between cooking courses and ideological and political education. In the modern cooking industry, new technologies and concepts are constantly emerging, but some teachers in the team lack the spirit to keep up with the times. They do not pay attention to improving their knowledge and professional skills, and do not actively participate in educational research and teaching reform, to explore innovative teaching methods and methods. The lack of suitable teaching methods and experiences to integrate ideological and political education into cooking courses greatly affects the effectiveness of students' participation in classroom teaching and ideological and political education.

3) Textbooks and teaching resources: Some teaching materials are selected and designed in the culinary professional courses of Nanjing Commercial College, to

consider the needs of ideological and political education and culinary specialties. The disconnection between ideological elements and cooking content hinders the organic integration of ideological elements and courses, and hinders the accurate transmission of ideological concepts and related values. In addition, teaching aids, laboratories, library materials, related professional networks, and other teaching resources have not been fully utilized and are combined with the practical content of the cooking profession. Therefore, the integration of ideological and political education in the curriculum cannot effectively stimulate students' interest in learning and critical thinking ability, thereby affecting students' understanding of and acceptance of ideological and political education.

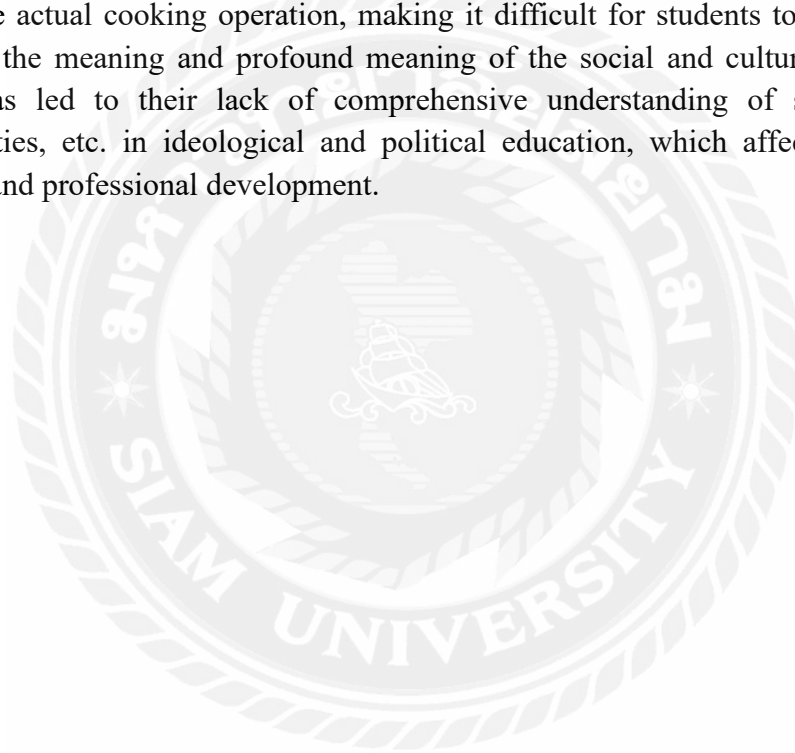
## 2. External factors:

1) Education policy and guidance: The ideological and political education in the cooking courses of Nanjing Commercial College has not been fully and effectively implemented in accordance with national education policy guidelines. It lacks emphasis on the comprehensiveness and integration of ideological and political education, neglecting the necessity to integrate ideological and political education throughout the entire teaching process. It has not actively cultivated students' correct professional ethics, professional honesty, and behavioral norms. The worldview, outlook on life, and values of some students still have room for improvement. Various cultural activities and psychological counseling activities are not sufficiently carried out, not fully covering the physical and mental health of all students, unable to ensure the comprehensive development of students' thoughts, and improve students' social adaptability and self-development ability.

2) Social demands and industry needs: The realization of ideological and political education and the low social demand for classroom teaching in the cooking profession of Nanjing Commercial College are not in line with the development and changes in society, and the demand for talents in the cooking industry is constantly adjusted and developed. However, the ideological and political education in current cooking classroom teaching still often stays at the traditional education model and content, and has not been able to integrate industry needs in time. The teaching content and methods are not closely related to the development and changes in society and the industry, making students lack the full ability and quality to face future challenges. The implementation of ideological and political education in cooking courses also lacks industry orientation, focuses more on imparting skills and knowledge, and lacks deep understanding and guidance of changes in industry development and employment environment. Therefore, students lack industry orientation and development consciousness in ideological and political education.

3) External resources and social environment: Implementing ideological and political education in the cooking projects of Nanjing Commercial College faces difficulties in obtaining external resources. As a diversified industry, the cooking field requires the school to cooperate closely with relevant institutions, enterprises and

other external resources to provide students with the latest industry trends and practical opportunities. However, the cooperation and communication between Nanjing Commercial College and external resources are limited, hindering students from fully participating in the latest industry development and professional practice of ideological and political education, thus limiting their learning and development. At the same time, the characteristics of the cooking profession also determine that students need to have a certain level of cultural literacy and humanistic feelings. However, when implementing ideological and political education in professional courses, they often focus too much on the development of skills and neglect the understanding and application of the social and cultural environment by students. It is difficult to combine the spiritual connotation of the social and cultural environment with the actual cooking operation, making it difficult for students to understand and convey the meaning and profound meaning of the social and cultural environment. This has led to their lack of comprehensive understanding of society, culture, humanities, etc. in ideological and political education, which affects their overall ability and professional development.



## Chapter 5 Conclusion and Recommendation

First, improve the school's management system. The school management system is crucial for ensuring the implementation of ideological and political education in teaching (Li, L.2015, December). Schools should establish a sound management system, clarify teaching objectives and requirements, and provide necessary support and resources for teachers. Schools should also strengthen the management and evaluation of teachers, discover and correct these problems in time. Schools should strengthen their links and cooperation with society, promote the integration of the cooking profession with the industry, provide students with internship and employment opportunities, and cultivate students' professional literacy and innovation ability.

Second, cultivate a positive campus culture. Campus culture is an important environment for promoting student growth and ideological and political education. Schools should advocate a positive cultural atmosphere, focus on cultivating students' critical thinking ability and innovative spirit. (2023). This can be achieved through different cultural activities and club activities, guiding students to participate in social practice and public welfare activities, improve their sense of social responsibility and civic awareness. Schools should also establish good teacher-student relationships, strengthen teacher guidance and care for students, provide a good learning and growth environment, and cultivate students' correct outlook on life and values (Le, L. L. 2022).

Third, enrich the content of textbooks. In order to incorporate ideological and political content into the teaching process of the cooking profession, the first step is to enrich the teaching content according to the content of the textbook. Traditional cooking textbooks only focus on processing ingredients through cooking techniques, without integrating the professional qualities and moral level of cooking students, making the traditional cooking teaching process only able to achieve skill training, without achieving students' comprehensive education quality. Therefore, enriching the content of textbooks is one of the effective ways to realize the integration of thought and politics. For example, Joe Lupson, a world-renowned chef, owns 16 restaurants worldwide, and the restaurants run by Joe Lupson are also closely related to his personal brand (Fan Y.Y. 2022). The sustainability of these 16 restaurants is inseparable from his integrity. In the teaching process, more examples of this kind can be added to strengthen students' awareness of honest business practices, and analyze the current situation of the world's cooking industry. For example, there are strict requirements for the cleanliness and hygiene of different restaurants, and hygiene execution standards are formulated according to the actual situation of the restaurant. Students must learn these cleanliness and hygiene standards when practicing in restaurants, and their behavior must be based on these cleanliness and hygiene

standards. In this process, it is possible to strengthen students' awareness and importance of kitchen cleanliness and hygiene, which is one of the key ways to incorporate ideological content into the teaching process of the cooking profession.

Fourth, Increase practical content. As students graduating from the cooking profession need to work in the cooking industry, it is also important to strengthen the cooperation between schools and restaurants as well as hotels in the process of integrating the thinking and politics of the cooking profession, so as to create richer practical opportunities for students to experience the importance of professional knowledge and the good performance of the thinking and politics content within a real working environment (Wang, Y. F., Chiang, M. H., & Lee, Y. J. 2014). For example, there are strict requirements for cleanliness and hygiene within different restaurants, and hygiene enforcement standards are set according to the actual situation of the restaurant. Students have to learn these standards of cleanliness and hygiene when they practice in the restaurant, and they have to base their behaviour on these standards of cleanliness and hygiene. In this process, it is possible to reinforce the level of awareness and importance that students attach to cleanliness and hygiene in the kitchen, which is one of the key ways of incorporating the ideological content in the teaching and learning process of the cooking profession.

Finally, strengthen food culture education. Due to the long-term accumulation of food culture, different countries and ethnic groups have formed their own unique food culture. Therefore, in the process of incorporating historical culture into cooking courses, it is also necessary to strengthen food culture education and help students form correct food culture concepts (Wang, Y. 2023). Cooking is not only a professional skill, but also an art form with unique cultural attributes. This requires teachers to instill a comprehensive understanding of the art and cultural content in the cooking process, in addition to cooking techniques, to shape students' food culture concepts. For example, in Thai cooking, emphasis is placed on the organic integration of chefs, restaurants, cooking scenes and locations (Pan J.X. 2022). In the cooking process, a large amount of meat is used as much as possible, which is very relevant to Thai Buddhism. The use of aquatic plants, animals and herbs as the main ingredients of Thai cuisine is also directly related to the original water-based lifestyle of Thais.

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