

# Exploring the Path of Ecological Development Education in Higher Vocational Colleges

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**Abstract** This paper mainly discussed the path of ecological development education in higher vocational colleges. The research progress of ecological development education in higher vocational colleges at home and abroad was analyzed. The theoretical framework and basic principles of ecological development education in higher vocational colleges were constructed, including the concept of ecological civilization, knowledge system and practical path, etc.. It expounded the basic principles of ecological development education from 7 aspects: practicality, systematization, subjectivity, openness, dynamic, pluralism and scientific nature. This paper put forward suggestions for the evaluation and improvement of the ecological development education in higher vocational colleges, emphasizing the establishment of evaluation index system, empirical research and the establishment of long-term mechanism. Finally, suggestions were given to improve the education path of ecological development, such as strengthening practical education, building education system, promoting international development, strengthening industrial integration and using information technology. This paper systematically expounded the theoretical basis, practical path and improvement suggestions of ecological development education in higher vocational colleges, which provided the theoretical guidance and practical reference for promoting the reform and innovation of ecological development education in higher vocational colleges.

**Keywords** Higher vocational colleges, Ecological development, Education path

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Human society is facing great challenges of sustainable development, and the concept of environmental protection and ecological civilization has become a common cognition of the society. Higher vocational colleges carry the important missions of personnel training, scientific research and social service, and they need to pay attention to ecological civilization education in the process of promoting the integration of industry and education. Ecological civilization education in higher vocational colleges helps to cultivate students' skills and meet the social demand for talents in ecological environment; helps to improve the connotation of higher vocational education and achieve high-quality development<sup>[1]</sup>; helps to cultivate ecological civilization quality of social members and promote the green development of countries; and can build an ecological development education system with Chinese characteristics through international cooperation and exchange to learn from the experience of ecological civilization education in foreign countries. Therefore, the ecological development education in higher vocational colleges is of great significance for promoting the national green development and realizing the sustainable development<sup>[2]</sup>.

## 1 Research progress of ecological development education in higher vocational colleges at home and abroad

Domestic researches covered the integration of ecological civilization education into curriculum construction, teacher quality improvement, campus construction, student training and other aspects. The importance of ecological civilization education was analyzed from political logic, education logic and social governance logic. Various research methods were used, including case analysis, questionnaire survey, field research and other research methods<sup>[3]</sup>. The research focused on the concept integration of ecological development education, curriculum construction, teacher training, campus construction and other aspects.

Foreign researches paid more attention to the construction of ecological civilization education system. For example, the 4 Nordic countries have constructed the ecological civilization education content, including ecological environment, production development and living consumption. We should pay attention to exploring multi-dimensional ecological civilization education approaches in schools, families and society, and give full play to the

advantages of various approaches to form a joint force in education. In the practice of ecological civilization education, the 4 Nordic countries emphasized the unique advantages of various channels in knowledge transmission, habit formation and behavior practice. The practical experience of the 4 Nordic countries provided useful enlightenment for China to build an ecological civilization education system with the 3 aspects as the concept and the 3 dimensions as the content<sup>[4]</sup>.

In higher vocational colleges at home and abroad, the practice of ecological development education shows diversity and richness. Some advanced foreign higher vocational colleges have incorporated ecological development education into the curriculum system, and cultivated students' awareness of environmental protection and their ability to solve problems through interdisciplinary teaching mode. In China, some higher vocational colleges have also begun to actively explore the path of ecological development of education, but the overall development relatively has lagged behind. Therefore, it is necessary to deeply understand the current ecological development education in higher vocational colleges at home and abroad, draw lessons from successful experience, and

provide useful reference for ecological education in higher vocational colleges in China.

## 2 The theoretical framework and basic principles of ecological development education in higher vocational colleges

The theoretical framework of ecological development education in higher vocational colleges is the basis of constructing the education system, and its basic principle is to ensure the achievement of educational goals and the effectiveness of the teaching process. In terms of theoretical framework, ecological development education should integrate the theory of sustainable development, the concept of ecological civilization, environmental ethics and other related disciplines. Through this theoretical framework, students can be better guided to understand and deal with environmental problems, and cultivate their awareness of environmental protection and environmental responsibility. At the same time, based on the basic principles of ecological development education, the education process should pay attention to interdisciplinary integration, highlight problem orientation and practicality, and help students to form systematic environmental thinking and methodology in the process of perceiving nature, cognitive environment and problem solving.

### 2.1 Theoretical framework of ecological development education in Higher vocational colleges

**2.1.1 Concepts of ecological civilization:** including core concepts such as environmental friendliness, resource conservation, recycling and green development<sup>[5]</sup>. The concept of environmental friendliness emphasizes that human activities must fully consider the carrying capacity of the environment, reduce the negative impact on the natural environment as far as possible, ensure that economic activities will not cause irreversible damages to the ecosystem, and promote the harmonious coexistence between man and nature. Resource conservation is one of the core requirements of ecological civilization construction. It emphasizes that in the process of economic development, the rational utilization and effective protection of resources should be realized by improving the efficiency of resource utilization and products, promoting energy-saving technologies and products, and optimizing the sustainable economic and social development of industrial structure. Recycling is an important part of the concept of ecological civilization, which requires

the conversion of waste into reusable resources, reducing waste pollution to the environment, realizing the recycling and maximum utilization of resources, providing new power for economic development, so as to promote the coordinated development of social economy and environment<sup>[6]</sup>. Green development is the fundamental direction of ecological civilization construction. While pursuing economic benefits, we should also pay attention to the balance between social benefits and environmental benefits, so as to achieve win-win results in economy, society and environment. The core concepts of environmental friendliness, resource conservation, recycling and green development in the concept of ecological civilization are interrelated and mutually reinforcing, which together constitute the theoretical basis and practical guide for ecological civilization construction. Through applying these concepts, we can promote the coordinated development of the economic society and the environment, and realize the sustainable development of the human society.

**2.1.2 Knowledge system:** knowledge covering ecological environment, sustainable development, ecological civilization ethics, ecological civilization construction and other aspects. Ecological environment knowledge is the foundation of knowledge of ecological development education system<sup>[7]</sup>. It includes the basic composition of the natural environment, the operation law of the ecosystem, the importance of biodiversity, and the serious consequences of environmental pollution and ecological destruction. Through learning from the ecological environment, people can realize the impact of human activities on the natural environment, and learn how to protect and restore the health of the ecosystem. Sustainable development knowledge is the core of ecological development education knowledge system<sup>[8]</sup>. It involves a balance between economic growth, social justice and environmental protection, focusing on meeting current needs without compromising the ability of future generations to meet their own needs. The knowledge of sustainable development covers the efficient use of resources, the clean transformation of energy, the promotion of circular economy, and green travel and lifestyle. Ecological civilization ethics is an important part of the educational knowledge system of ecological development. It emphasizes the concept of harmonious coexistence between human beings and nature, and advocates the moral concept of respecting nature, conforming to nature and protecting nature. The ethical education of ecological

civilization aims to cultivate people's ecological awareness, guide people to establish correct values and codes of conduct, and promote the formation of a green, low-carbon and circular way of life. Ecological civilization construction is the practical direction of the educational knowledge system of ecological development. It covers policy making, technological innovation and public participation, aiming to promote the comprehensive green transformation of the economy and society<sup>[9]</sup>. The construction of ecological civilization emphasizes promoting the development of green industries and the innovation of green technology through policy guidance and market mechanism, while encouraging the public to actively participate in environmental protection actions to jointly build a beautiful China. Therefore, the ecological development education knowledge system is a field with rich content and complete structure. It covers the knowledge of ecological environment, sustainable development, ecological civilization ethics and ecological civilization construction and other aspects, aiming to cultivate people's ecological literacy and environmental awareness, and promote the harmonious coexistence between economic society and nature.

**2.1.3 Practice path:** including classroom teaching, the second classroom, campus culture construction, social practice, etc.. Classroom teaching is the foundation of ecological development education. In classroom teaching, the concept of ecological development can be integrated into the teaching of various disciplines<sup>[10]</sup>. For example, in natural science courses, ecosystem balance and biodiversity can be explained; in social science courses, the impact of human activities on the ecological environment can be analyzed. At the same time, teachers can also use interactive and inquiry-based teaching methods to guide students to participate and think actively, and cultivate their ecological awareness and practical ability. The second classroom is an important supplement to ecological development education. The second class includes various extracurricular activities, interest groups, community organizations, etc., which can provide students with more practice opportunities and display platforms. For example, students can be organized to carry out environmental protection themed speech contests, handmade competitions, social practice survey and other activities, so that students can experience the importance of ecological development in practice and improve their environmental awareness and practical ability. Campus culture construction is also an important aspect of ecological development

education. By building a green campus, carrying out environmental protection publicity activities, and holding ecological civilization lectures, we can create a strong ecological cultural atmosphere, and let students feel the importance of ecological development. At the same time, students can also be encouraged to participate in the construction of campus culture, such as designing posters and making propaganda videos about environmental protection, which will enhance their sense of identity and responsibility for ecological development. Social practice is the key link of ecological development education. By organizing students to participate in social activities, such as environmental protection volunteer service, ecological investigation, social investigation, etc., students can have an in-depth understanding of ecological and environmental problems, experience the actual results of ecological development, and cultivate their sense of social responsibility and mission. Meanwhile, social practice can also help students to combine the theoretical knowledge with practical problems, improve their comprehensive quality and problem-solving ability. Therefore, the practical path of ecological development education is a multi-faceted and multi-level process, which requires the coordination of classroom teaching, the second classroom, campus culture construction, social practice and other aspects. The implementation of these practical paths can effectively promote the in-depth development of ecological development education, cultivate students' ecological awareness and practical ability, and contribute to the construction of a beautiful China.

## **2.2 Basic principles of ecological development education in Higher vocational colleges**

**2.2.1** Systematic principle of ecological development education. It is mainly reflected in treating education as an ecosystem, emphasizing the interconnection and mutual influence among various components. This principle is of great guiding significance in ecological development education. The systematic principle requires educators to look at education from a systematic point of view, and to regard education as a complex system composed of multiple elements and subsystems. These elements and subsystems include students, educators, educational content, educational environment, etc.. They depend on and interact with each other, and together constitute a complete ecosystem. Systemic principles emphasize the dynamic balance within the educational ecosystem. In the practice of ecological development education, a dynamic

balance between the various elements and subsystems is needed to ensure the stable and sustainable development of the education system. This requires educators to pay attention to the integration and coordination of the education system, and to adjust and optimize educational resources and educational strategies in time to adapt to and respond to environmental changes. The systemic principle also emphasizes the interaction of the educational ecosystem and the external environment. Education is not an isolated system, but is interrelated and mutually influenced with the external environment such as society and nature. Therefore, ecological development education needs to pay attention to the changes and needs of the external environment, closely combine education with social development and environmental protection, and cultivate talents with social responsibility and ecological consciousness. In practice, the implementation of the systematic principle requires educators to have systematic thinking and overall concept, grasp the development direction and goal of education as a whole, coordinate the relationship between various elements and subsystems, and ensure the overall effect and long-term development of education. Moreover, it is also necessary to strengthen interdisciplinary and cross-field cooperation and exchanges to jointly promote the in-depth implementation of ecological development education. In short, the systematic principle is one of the important guiding principles of ecological development education, which helps us to have a comprehensive and deep understanding of education issues, and provides strong support for the construction of a more efficient ecological development education system.

**2.2.2** Practical principle of ecological development education. It is emphasized that in the process of ecological education, students should be guided to experience and perceive ecological knowledge through practical activities, so as to cultivate their ecological literacy and practical ability. This principle reflects that ecological education is not only the teaching of theoretical knowledge, but more importantly for students to learn, grow and apply in practice. The practical principle requires educators to pay attention to students' practical experience. By organizing ecological practice activities, such as ecological investigation, environmental investigation, ecological restoration, etc., students can personally participate in and experience the actual operation of ecological protection, so as to enhance their perception and understanding

of ecological problems. Practical principles encourage students to apply what they have learned. Students can participate in community environmental protection activities, promote environmental protection concepts, and carry out environmental protection projects, transform their knowledge into practical actions, and contribute their own strength to the protection of the ecological environment. The practical principle also emphasizes the cultivation of students' innovative ability and problem-solving ability. In practical activities, students need to face a variety of complex ecological problems, through thinking, analysis and exploration, to propose solutions and put them into practice. This process not only exercises the students' practical ability, but also cultivates their innovative thinking and problem-solving ability. The practical principle requires educators to focus on practice feedback and effectiveness assessment. By collecting students' practical results and listening to their feedback, educators can understand the actual effect of practical activities, so as to adjust and optimize the teaching content and methods, and further improve the quality and effect of ecological education. In short, the practical principle of ecological development education emphasizes that students can learn, grow and apply it in practice, and cultivate their ecological literacy and practical ability. This principle is of great significance for promoting the in-depth implementation of ecological education and cultivating students' environmental awareness and social responsibility.

**2.2.3** Principle of subjectivity of ecological development education. In the process of ecological education, students' subjectivity should be fully respected and developed, and they should be guided to actively think and participate in educational activities. This principle emphasizes students' self-learning, self-education, and self-development, aiming to cultivate their independent thinking, innovation, and practical abilities. The principle of subjectivity emphasizes students' autonomy in ecological education. Students should be regarded as the subject of education, not the object of passive acceptance of knowledge<sup>[11]</sup>. Educators should create an open and inclusive learning environment and encourage students to freely express their opinions, ask questions and explore answers. In this way, students can construct their own knowledge system in the positive interaction, and form a unique view on ecological issues. The principle of subjectivity pays attention to students' participation and practicality. Educators should design a rich variety of practical activities,

so that students have the opportunity to personally experience and perceive the ecological environment, so as to cultivate their ecological literacy and practical ability. By participating in practical activities, students can have a deeper understanding of ecological problems and learn how to use the knowledge to solve practical problems. The principle of subjectivity also emphasizes students' self-education and self-development. Educators should guide students to learn and think independently, and cultivate their ability of self-reflection and self-improvement. Students should learn to actively seek learning resources according to their own interests and needs, constantly improve their knowledge structure, and improve their comprehensive quality. In short, the subjectivity principle of ecological development education aims to give full play to students' subjectivity, stimulate their enthusiasm for learning, and cultivate their independent thinking and practical ability. This principle is of great significance for promoting the in-depth development of ecological education and cultivating citizens with ecological literacy and environmental awareness.

**2.2.4** Open principle of ecological development education. The principle of openness emphasizes that in the process of ecological education, the openness and flexibility of the education system should be maintained to adapt to the changing ecological environment and social needs. The principle of openness requires the educational content to keep pace with the times. Educators should pay close attention to the latest developments and development trends in the ecological field, adjust and update the educational content in time, and ensure that students' knowledge and skills keep pace with the current social needs. This helps the students to better adapt to the development and change of the future society. The principle of openness encourages educators to adopt diversified teaching methods and means. Traditional classroom teaching methods have been difficult to meet the needs of students, educators should actively explore the combination of online and offline teaching methods, and use modern information technology means to enrich the teaching forms and content. At the same time, we should also pay attention to practical teaching and experiential teaching, so that students can learn and grow in practice. The principle of openness also emphasizes the open sharing of educational resources. Schools should make full use of social resources and strength, establish cooperative relations with enterprises, communities and

research institutions, and jointly carry out ecological education activities. This can not only provide students with a broader learning platform and practice opportunities, but also promote the interaction and communication between schools and the society, and promote the in-depth development of ecological education. The principle of openness requires educators to keep an open mind and vision. Educators should constantly update their own educational concepts and methods, and actively learn new knowledge and skills, in order to cope with the new challenges and new problems in the field of ecological education. At the same time, students should also be encouraged to keep an open mind, have the courage to try new things, accept new ideas, and cultivate their innovative consciousness and innovative ability. In short, the principle of openness in ecological development education aims to make the education system more flexible in adapt to the changing ecological environment and social needs. This helps to cultivate students' comprehensive quality and innovation ability, and promote the sustainable development and progress of ecological education.

**2.2.5** Dynamic principle of ecological development education. In the process of ecological education, the dynamic changes and continuous development of the ecosystem should be fully considered, so as to flexibly adapt to and respond to various changes and challenges. This principle emphasizes the flexibility and adaptability of education to ensure that the educational content keeps pace with the dynamic changes in the ecological environment. The dynamic principle requires educators to pay attention to the ecosystem changes and development trends. The ecological environment is a changing system, influenced by both natural and social factors. Educators need to pay close attention to the latest research results and practical problems of the ecosystem, and adjust the educational content and methods in time to adapt to the changes of the ecosystem. The dynamic principle emphasizes the interaction and feedback in the educational process. Educators and students should establish a positive interactive relationship, encourage students to put forward questions and suggestions, and timely feedback on the educational effect. Through interaction and feedback, educators can understand students' learning needs and confusion, timely adjust teaching strategies, and improve the educational effect. The dynamic principle also pays attention to cultivating students' adaptability and innovative spirit.

Facing the constant change of the ecosystem, students need to have the ability to adapt to the new environment and solve new problems. Educators should guide students to actively participate in practical activities, cultivate their ability to observe, analyze and solve problems, and stimulate their innovative spirit and practical ability. The dynamic principle requires educators to maintain an attitude of continuous learning and renewal. With the continuous progress of science and technology and the constant change of the ecological environment, educators need to constantly update their knowledge and skills to adapt to the new requirements of ecological development education. By participating in training, seminars and exchange activities, educators can constantly improve their professional level and contribute more strength to ecological development education. In short, the dynamic principle of ecological development education emphasizes the flexibility and adaptability of education, requires educators to pay attention to the changes and development trends of the ecosystem, pay attention to the interaction and feedback in the education process, cultivate students' adaptability and innovative spirit, and maintain the attitude of continuous learning and renewal. This principle helps to ensure that ecological development education always keeps pace with the dynamic changes in the ecological environment, laying a solid foundation for cultivating future citizens with ecological literacy and adaptability.

**2.2.6** Diversified principle of ecological development education. In the process of education, various ecological concepts, methods and cultures should be respected and inclusive, and students' comprehensive literacy and innovation ability should be cultivated through diversified educational contents and forms. This principle reflects the inclusiveness and openness of ecological education, and helps to promote the comprehensive development and deepening of ecological education. And it also emphasizes the diversity of educational content. Ecological problems are complex and diverse, involving nature, society, economy and many other aspects. Therefore, ecological development education should cover rich educational contents, including the basic knowledge of ecology, ecological environment protection, the concept of sustainable development, etc., so as to help students fully understand the nature and solutions of ecological problems. The principle of pluralism focuses on the diversification of educational methods. Different students have different learning characteristics and needs,

so it is necessary to adopt various educational methods to meet the needs of different students. In addition to the traditional classroom teaching, it can also combine case analysis, group discussion, field investigation and other ways to give students more comprehensive ecological education experience in different learning environments. The principle of pluralism also emphasizes the pluralism of cultural background. Ecological problems are regional and cultural, and different regions and cultural backgrounds have different understandings and coping ways for ecological problems. Therefore, ecological development education should respect and tolerate various cultural backgrounds, guide students to understand and respect the ecological concepts and practices under different cultural backgrounds, and cultivate their ability of cross-cultural communication and cooperation. The principle of diversity requires educators to have an open and inclusive mind. Educators should constantly update their educational concepts and methods, and actively learn from and learn from the ecological education experience of other countries and regions, so as to enrich and improve their own educational content and methods. At the same time, students should also be encouraged to keep an open mind, respect others' views and ideas, and develop their critical thinking and innovative ability. In short, the principle of diversity of ecological development education emphasizes the richness of educational content, the diversity of educational methods, the diversity of cultural background and the open mind of educators. This principle helps to cultivate students' comprehensive literacy and innovation ability, and promote the comprehensive development and deepening of ecological education.

**2.2.7 Scientific principles of ecological development education.** In the process of ecological education, educational activities should be carried out scientifically and systematically under the guidance of scientific educational theories and following the objective laws of the ecological system. This principle ensures the effectiveness, accuracy, and foresight of ecological education. The scientific principle requires educators to have a solid theoretical foundation in ecology and related disciplines. They should have a deep understanding of the structure, function and evolution of the ecosystem, and master the cutting-edge knowledge of ecological protection and sustainable development. In this way, educators can provide students with accurate and scientific educational content, and guide students

to form correct ecological concepts and behavior habits. The scientific principle emphasizes the scientific and systematic nature of educational methods. Educators should choose appropriate teaching methods and means according to students' age, cognitive characteristics and interests<sup>[12]</sup>. For example, through case teaching, practical exploration, simulation experiment and other ways, students can feel the mystery of the ecosystem in their own experience, and improve their ecological literacy and practical ability. The scientific principle also requires educators to pay attention to the empirical research on ecological education. They should collect and analyze the effect data of ecological education through the means of investigation, experiment and evaluation, and constantly improve and optimize the education program. In this way, educators can have a more accurate understanding of students' learning needs and difficulties, and provide them with more precise educational support. The scientific principle also emphasizes the era and innovation of ecological education. With the continuous progress of science and technology and the continuous change of ecological environment, the content and form of ecological education also need to be constantly updated and improved. Educators should pay close attention to the new development, achievements and challenges in the ecological field, incorporate them into the educational content, and cultivate students' innovative consciousness and innovative ability. In short, the scientific principle of ecological development education ensures that ecological education is scientific, systematic and forward-looking<sup>[12]</sup>. It requires educators to have a solid theoretical foundation and scientific educational methods, pay attention to empirical research and era innovation, and provide students with high-quality and efficient ecological education.

To sum up, the ecological development of higher vocational colleges education theory framework and basic principles should build ecological civilization as the core curriculum system, expand the field of knowledge system, strengthen the construction of teachers, highlight the combination of practice and theory of teaching methods, and constantly introduce advanced teaching ideas and methods. Through these efforts, we can promote the in-depth development of ecological development education in higher vocational colleges, and cultivate more applied talents with environmental awareness and practical problem-solving ability for students.

### 3 Evaluation and improvement of the ecological development education path in higher vocational colleges

To evaluate the effectiveness of the ecological development education path is not only to test the effectiveness of the school education work, but also to gradually improve the quality of the ecological development education. According to the evaluation of the ecological development path of education in higher vocational colleges, schools can establish a sound evaluation index system, including the evaluation of teaching process, the evaluation of students' comprehensive quality, social influence and other dimensions. Through empirical research and questionnaire survey, the implementation effect and existing problems of ecological development education path are fully understood. According to the evaluation results, effective improvement measures are formulated to optimize and improve the education path in time.

In addition, the evaluation work should also focus on the introduction of third-party evaluation agencies and expert teams, draw on the evaluation standards and methods at home and abroad, and improve the scientificity and objectivity of the evaluation work. At the same time, through the development of ecological development education case selection, teachers' teaching ability competition and other forms, teachers' professional development and teaching level can be promoted, so as to continuously improve the education path of ecological development, and improve the quality of education.

Evaluation is for perfection, and perfection requires repeated evaluation. Therefore, schools should incorporate the evaluation into the normal education management, establish a long-term mechanism, and form a scientific and standardized education evaluation system for ecological development. Only through long-term and unremitting efforts and continuous improvement, can we make the path of ecological development education more in line with the actual situation of the school, and better serve the all-round development and growth of students.

### 4 Suggestions on the path of ecological development education in higher vocational colleges

#### 4.1 Enhancing social practices

Schools can further deepen students' practical education, encourage students to participate

in social practice, scientific researches and innovations, and promote the cultivation of students' independent learning and practical ability. On the one hand, it requires schools to actively expand social resources, establish college-industry cooperation, and provide students with more opportunities for practice; on the other hand, it also needs to strengthen the guidance and evaluation to ensure the effectiveness and quality of practical teaching.

#### 4.2 Establishing a sound ecological development education system

Schools need to establish a sound ecological development education system and build an ecological education system integrating curriculum, scientific research, practice and social service. This measure not only requires schools to strengthen the construction and improvement of the curriculum system, but also pays attention to the integration of disciplines and cross-field cooperation, to create a strong ecological education atmosphere. In addition, schools should also actively guide and promote the professional development and teaching reform of the teaching team, and promote the transformation and implementation of teaching results.

#### 4.3 Strengthening international cooperation

The university should also continue to expand international cooperation, introduce foreign advanced ecological education concepts and practical experience, and promote the international development of ecological development education in higher vocational colleges. This initiative requires the school to strengthen international exchanges and cooperation, promote the international exchange and learning between teachers and students, and enhance the international influence and competitiveness of the school.

#### 4.4 Promoting integration of ecological development education and industry

Higher vocational colleges should strengthen the deep integration of ecological development education and industry, and promote the mutual promotion of the concept of ecological civilization and industrial development. The school can actively guide students to participate in the practical activities of related industries, and cultivate students' industrial

cognition and innovation ability. At the same time, the university should also give full play to its advantages in scientific research, promote the connection between its research results and industrial needs, and promote the transformation and application of ecological scientific and technological achievements.

#### 4.5 Promoting the integration and application of teaching resources and information technology

Higher vocational colleges also need to further promote the integration and application of teaching resources and information technology, build smart campus and online teaching platforms, and provide a better teaching guarantee for the implementation of ecological development education. In addition, higher vocational colleges should increase the construction and training of teachers, introduce more professionals with practical experience and research results in the field of ecological science, and improve the quality of education and teaching.

To sum up, the ecological development education in higher vocational colleges needs to be further deepened in practice and system, strengthen international exchanges and cooperation, promote the deep integration of ecological development education and industry, and fully learn from information technology and intelligent means, and jointly contribute to the cause of ecological development education. Finally, through continuous exploration and practice, a more perfect and effective ecological development education path will be established, so as to provide solid educational support for the cultivation of more applied talents with environmental awareness and practical problem-solving ability. In the meantime, it will promote the educational reform and innovation of ecological development and education in the whole field of higher education, and make positive contributions to the construction of a sustainable social and ecological environment.

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