

The Configuration and Action Logic of Nurturing Elements in Civil Aviation Vocational Education Professional Programs are Examined from the Perspective of New Quality Elements of Productivity

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Abstract: Civil aviation, as a national industry of strategic and technology-intensive importance, is undergoing a double transformation driven by the iterative upgrading of emerging productivity. On the one hand, there is a need to reconstruct the resource allocation system of vocational education. On the other hand, there is a need to transform a new type of high-quality skilled personnel training mode. The study's objective is to explore strategies for enhancing the synergy between the civil aviation vocational education ecosystem and the industry, with a focus on cultivating innovative and skilled talent that aligns with the industry's future demands. The objective of this study is to explore strategies for enhancing the factor configuration and action framework of civil aviation vocational education from the perspective of new quality productivity. This exploration aims to promote the deep integration of the education system and industry development, and to cultivate innovative and high-quality skilled talents that meet the future needs of the civil aviation industry.

Keywords: New Quality Productivity; Civil Aviation Vocational Education; Specialized Courses; Factor Configuration; Action Framework

1. Introduction

In September 2023, the President of the People's Republic of China proposed a strategy to "integrate scientific and technological innovation resources, lead the development of strategic emerging industries and future industries, and accelerate the formation of new quality productivity" during

his research in Heilongjiang Province. This profound statement elucidates the fundamental tenet of new quality productivity in China's economic development and delineates the trajectory for the transformation and advancement of civil aviation vocational education. A novel paradigm of productivity, characterized by a substantial enhancement in efficiency, signifies a qualitative progression in the realm of productivity. This transformation is propelled by technological innovation, industrial upgrading, and the optimization of factor allocation. This paradigm shift represents a fundamental transformation in the industry, moving from a focus on "quantitative change" to a more nuanced approach centered on "qualitative change^[1]." The civil aviation industry, as a national strategic technology-intensive industry, is facing unprecedented technological change and profound adjustment of industrial structure. Emerging technologies continue to emerge, and the industry is undergoing a quiet transition to a higher level of technology. This transition creates a pressing need for highly skilled professionals to adapt to these changes. Nevertheless, this process concomitantly poses considerable challenges to civil aviation vocational education. The following inquiry is posed: How might educational resources be allocated to meet the needs of the industry's rapid development? The following inquiry is posed: What is the most effective method for cultivating innovative talents, the cultivation of which is necessary for the adaptation to the new quality productivity paradigm? These issues must be addressed with utmost urgency. Despite the advancement in recent years in terms of curriculum ideology, teaching mode innovation, and other aspects of civil aviation vocational education, significant challenges

persist, particularly concerning resource allocation and institutional mechanisms. These challenges often impede the alignment of educational frameworks with the rapid advancements in the aviation industry [2-5].

In this context, the objective of this paper is to conduct a comprehensive analysis of the fundamental configuration and the action framework of curriculum development in civil aviation vocational education. This analysis is based on the perspective of new quality productivity, with a focus on strategies to promote innovative development in civil aviation vocational education. The analysis will entail the optimization of the curriculum system, the enhancement of faculty development, and the deepening of the integration of industry and education. The goal of these efforts is to cultivate innovative and high-quality skilled personnel for the industry that align with future needs. The implementation of these reforms is expected to enhance the capacity of civil aviation education to provide the industry with a steady stream of technological innovation and high-end talent support.

2. “New Quality Productivity” Empowers the Elemental Configuration of Civil Aviation Curriculum to Educate People

The advent of this novel quality of productivity is propelled by a confluence of factors, including the technological revolution, the innovative allocation of factors, and industrial upgrading. This evolution is characterized by the integration of advanced technologies, the attainment of high performance, and the pursuit of quality. This paradigm shift signifies a substantial augmentation in productivity levels, a phenomenon concomitant with the advent of novel technologies, methodologies, and materials. In this process, the continuous progress and innovation of technology has become the core driving force to promote productivity enhancement. The advent of novel technologies has been instrumental in facilitating this paradigm shift, though it must be noted that profound alterations in processes, materials, and platforms have also played a pivotal role [6]. Consequently, civil aviation vocational education must be closely aligned with this development trend. To that end, the following measures must be taken: first, the

curriculum system must be optimized in a timely manner; second, the construction of teachers must be strengthened; and third, the mode of educating people must be innovated. These measures will better promote the cultivation and enhancement of the new quality productivity in the civil aviation industry.

2.1 The Innovation of Human Elements in Civil Aviation Vocational Education is a Subject of Considerable Importance

2.1.1 The integration of technical value and professional teaching is imperative for the effective delivery of educational programming. The cornerstone of new quality production lies in innovation, and innovation is, in essence, a breakthrough in technology. The field of aviation education must incorporate the concept of new quality production into its curriculum, thereby assisting students in comprehending the technological advancements in the industry and preparing them for future professional endeavors. The inherent value of technology is only realized when it is integrated with production resources, thereby transforming into production capacity. Consequently, the integration of the concept of new quality production into the aviation education curriculum not only enhances students' career planning abilities but also fosters their innovative potential, thereby propelling technological and industrial advancements. It is imperative for aviation institutions to innovate their curriculum and introduce practical projects to stimulate students' innovative thinking and problem-solving skills. This not only enhances the professional competitiveness of students but also contributes to the industry by producing highly skilled professionals who meet the demands of new quality production. For instance, the incorporation of artificial intelligence, the Internet of Things, and other cutting-edge technologies in aviation technology and safety management courses fosters the development of students' innovative spirit and specialized skills.

2.1.2 Industry-teaching integration and dynamic adjustment of job requirements

The cultivation of new quality productivity is inextricably linked to the integration of industry and education, particularly within the context of the civil aviation industry. This

industry is distinguished by its rapid technological updating and frequent changes in industrial structure. Vocational institutions of civil aviation must establish close cooperation with civil aviation enterprises, industry associations, and relevant research institutions. They must analyze the potential demand for the development of new productivity. In addition, they must collect feedback from the industry through questionnaires and interviews. Finally, they must dynamically adjust the curriculum content and teaching methods. Concurrently, as the "exam-oriented education" model continues to take hold, it becomes imperative for vocational colleges and universities to transcend these limitations and prioritize the cultivation of students' fundamental competencies, particularly their capacity for lifelong learning and vocational adaptability. The organization of activities such as industry exchange lectures, the presence of enterprise model workers on campus, and the facilitation of professional ideological and political competitions serve to combine new knowledge and technology in the industry. This, in turn, promotes the overall improvement of students' comprehensive quality and ultimately contributes to the formation of new quality productivity.

2.1.3 Coupling of new quality personnel training and specialized teaching

Civil aviation vocational colleges and universities must prioritize cultivating students' professionalism in addition to their academic education. Full-time teachers are expected to engage in school-enterprise collaboration and implement diversified teaching activities, thereby providing students with more practical learning opportunities. The curriculum must be updated to align with the most recent advancements in the industry. Furthermore, the faculty team should continue to innovate educational concepts to enhance students' innovative and practical abilities. Conversely, counselors, in collaboration with teachers, are tasked with assessing students' moral and academic aptitude, as well as their assimilation of ideological and professional knowledge. They are expected to facilitate the development of career plans that align with the advancement of new quality productivity, in addition to providing guidance on employment and entrepreneurship opportunities. The

collaboration between educational institutions and industry experts fosters a symbiotic relationship, enriching the pedagogical content and equipping students with a tangible industry background. This integration enables students to seamlessly transition into the realm of civil aviation, contributing to the evolution of novel and efficient productivity models.

2.2 Innovation in the Elements of "Dual-Teacher" Teachers

The formation of new-quality productive forces is predicated on the joint promotion of scientific and technological innovators and highly qualified technical and skilled personnel. The pivotal function of vocational colleges and universities in the domain of education encompasses not solely the cultivation of academic talents but also their active involvement in the transformation of enterprises and technological innovation. The symbiotic relationship between schools and enterprises has been shown to facilitate the training of enterprise employees, the updating of teaching content, the cultivation of high-quality talent for social and economic development, and the fulfillment of the needs of new quality productivity [7]. In the domain of civil aviation vocational education, dual-teacher teachers, as professionals endowed with both a robust theoretical foundation and extensive practical experience, serve as the primary catalyst for promoting newfound quality and productivity.

2.2.1 The integration of teachers' professional competence and industry practice is a subject of significant interest in the field of education

A distinguishing feature of dual-teacher teachers is their capacity to seamlessly integrate cutting-edge industry technology and academic knowledge into the teaching process. In order to address the emerging demands for enhanced quality and productivity, full-time faculty members in civil aviation vocational colleges and universities must engage in extensive collaborative efforts with industry partners. This collaboration is crucial for facilitating the integration of industry-standard technological innovations and practical project involvement within the academic setting. Through collaboration with industry partners, educators gain insight into the evolving industry landscape, technological advancements, and practical applications,

thereby enhancing the relevance and practicality of their instructional content and developing their capacity as teaching leaders. By engaging in industry practices, educators can develop a more profound understanding of industry requirements and incorporate real-world problems and technological challenges into the educational environment. This approach offers students a more authentic and practical learning experience, equipping them with the skills and knowledge that are highly sought after in the professional realm. For instance, the "Aviation Safety Officer Training Center Training Base," a collaborative initiative between the university and the enterprise, has been instrumental in preparing students for successful careers in the aviation industry. A significant proportion of the students pursuing this major have demonstrated remarkable aptitude during their internships, leading to direct employment opportunities with prominent airlines. This has resulted in a notable enhancement in the "promotion rate" of the students [8]. This pedagogical approach, which integrates industry-specific instruction, has been shown to enhance students' practical operational capabilities. Additionally, it facilitates the supply of highly skilled professionals to the industry, aligning with its demand.

2.2.2 Integration of teaching and research to promote technological innovation

In addition to their teaching duties, dual-teacher teachers actively engage in scientific research, transforming research findings into teaching materials and promoting the integration of technological innovation and teaching methodologies. Vocational civil aviation institutions should encourage teachers to participate in scientific research and innovation in the fields of aviation technology, aircraft maintenance, aviation management, etc., to strengthen the combination of scientific research and teaching, and to promote the application of new technologies and techniques, so as to promote the further development of new productivity in the civil aviation industry. Through the engagement of teachers in scientific research activities, students are able to access the most recent advancements in scientific research and technological developments in the industry. This not only enhances the foresight of the teaching content but also provides students

with the opportunity to engage in technological research and development and innovation projects. The combination of dual identity enables teachers to cultivate students' innovative thinking and practical ability, as well as to promote the application and popularization of new technologies and processes.

2.2.3 School-enterprise collaboration and faculty development

In order to enhance the training of dual-teacher teachers, vocational colleges and universities must deepen their collaboration with schools and establish a collaborative training mechanism. Furthermore, these institutions should provide teachers with more opportunities to practice in the industry. The involvement of enterprises not only provides technical guidance for teachers, but also helps teachers understand the needs of enterprise development and technology application. Consequently, this contributes to the further improvement of the dual-teacher quality. Furthermore, it is imperative for vocational colleges and universities to establish an optimal teacher training system. This system should encompass a variety of forms, including internal and external training, industry exchanges, and teachers' industry certification. These measures are essential for enhancing teachers' industry practice abilities and teaching quality. Through systematic training and practice, teachers can continuously update their knowledge system and enhance their professional skills, thereby better adapting to the demands of the new quality productivity standards for the teaching force.

2.2.4 Building diverse faculty innovation teams

In order to comply with the development of new quality and productivity standards, civil aviation vocational colleges and universities should actively build a diversified teacher innovation team. The role of dual-teacher teachers necessitates a synthesis of theoretical knowledge and practical expertise, in addition to the capacity to collaborate across various disciplines and fields. The establishment of a multidisciplinary and multidisciplinary teacher innovation team, comprising professional teachers, ideology teachers, part-time teachers from enterprises, and counselors, is a crucial step in promoting the organic integration of

curriculum, ideology, and professional knowledge. This collaborative effort is expected to enhance the overall level of education and teaching. The formation of teachers' innovation teams should be predicated on their industry background, and under the framework of school-enterprise cooperation, through teamwork, professional crossover, and the interaction of enterprise labor models, etc., it can promote teachers to make common progress, break through the limitations in the traditional education mode, and realize the innovation and upgrading of education and teaching.

2.3 Innovation in Curriculum Elements

Curriculum, as the core element of vocational education, is the primary means of cultivating students' skills and quality. In the context of new quality productivity, the curriculum system of vocational education must align with the pace of industrial technological progress and undergo continuous innovation and optimization to adapt to the demand for skilled personnel in response to the changes in new technologies, new processes, and new materials [7]. The curriculum system of civil aviation vocational education should be fully integrated with the needs of the industry to promote the updating of curriculum content and the innovation of teaching methods, so as to provide strong support for the formation of new quality productivity.

2.3.1 Construction of a new quality curriculum system

The development of the curriculum system ought to be informed by industry demand, explicit cultivation objectives, and pragmatic teaching plans. In order to adapt to the development of new quality productivity, civil aviation vocational colleges and universities should focus on optimizing and innovating in three aspects: professional core courses, civic and political courses, and innovative and practical courses.

- The professional core courses offered are designed to equip students with a foundation of in-depth knowledge and practical skills essential for success in the aviation industry. These courses, which include aviation safety management, aircraft maintenance technology, and cabin security work practices, are intended to ensure that students develop the expertise necessary to solve real-world problems in the

industry.

- The following courses are designed to cultivate students' ideological and moral sensibilities, as well as to provide a foundational understanding of legal principles and the fundamental tenets of Marxism. The objective of this curriculum is to enhance students' political acumen and professional ethics, fostering their capacity for good professionalism and social responsibility.

- The Innovative Practice Courses include a variety of subjects, such as aviation technology innovation projects and virtual simulation practice. The cultivation of students' innovative ability and practical skills is achieved through project-driven and practical operation.

Furthermore, the curriculum must remain at the forefront of technological advancements, incorporating real-world application cases of emerging technologies and methodologies. This ensures that students are well-versed in the latest industry developments and proficient in the essential technologies driving its evolution.

2.3.2 Innovations in new quality teaching methods

Civil aviation vocational colleges must advocate innovative thinking, break through traditional teaching methods, and adopt a variety of teaching forms to stimulate students' learning interest and initiative.

- The implementation of project-based learning is a critical component of the educational paradigm. The integration of authentic industry projects within the academic setting fosters an environment conducive to problem-solving and the cultivation of teamwork and innovation skills among students.

- Case Analysis: By analyzing authentic industry cases, students are enabled to comprehend intricate industry issues and cultivate critical thinking and problem-solving abilities.

- The Flipped Classroom model is a pedagogical approach that involves the utilization of multimedia resources, such as videos, podcasts, and other digital materials, to supplement traditional instructional methods. This model involves the strategic placement of multimedia resources to enhance the learning experience, optimize student engagement, and facilitate effective knowledge transfer. The

integration of online learning with classroom discussion fosters students' independent learning abilities, transcends conventional time and spatial constraints of the traditional classroom, and encourages students to engage in profound reflection beyond the confines of the classroom.

2.3.3 Organic integration of curriculum civics

The curriculum, specifically the Civics and Politics course, plays a pivotal role in fostering students' sense of social responsibility, professional ethics, and innovative spirit. In the context of new quality productivity, the focus of vocational education in civil aviation should be on further strengthening the integration of the civics and politics curriculum. This integration should prioritize the in-depth integration of civics and professional knowledge, rather than merely superimposing these elements on each other. The integration of Civic and Political elements is instrumental in fostering the development of students' ethical values and worldview, nurturing their professional spirit, and cultivating their capacity for innovation.

2.3.4 The role of the hidden curriculum

The hidden curriculum encompasses a variety of elements, including campus cultural activities, enterprise practice, and social service, among others. These elements collectively influence students' ideology and behavior through informal education. It is imperative that civil aviation vocational colleges and universities prioritize the cultivation of a robust aviation culture, fostering a profound sense of identity within the industry among students. This can be achieved by enriching campus cultural activities, such as the organization of aviation culture festivals and the facilitation of lectures on professionalism. Concurrently, students can gain exposure to corporate culture through internships, practical training, and other experiential learning opportunities, thereby enhancing their professional acumen and practical operational skills.

3. A Framework for Action on “New Quality Productivity” to Empower Civil Aviation Curriculum Development

The formation and development of new quality productivity not only requires the support of technological innovation and industrial upgrading, but also requires the education

system to make corresponding changes and adjustments under its internal and external conditions. In the context of civil aviation vocational education, the action framework for cultivating new quality productivity should prioritize the optimization of educational resource allocation, the promotion of industry-education integration, the enhancement of teaching staff development and curriculum refinement, and the realization of comprehensive integration between vocational education and industry development. It is imperative that this framework encompass a multitude of dimensions, including adaptability, integrity, and goal orientation. Only then can the education system effectively promote technological innovation and talent cultivation in the civil aviation industry.

3.1 Logical Starting Points: Enhancing the Adaptability of Vocational Education

The logical starting point of the action framework is to enhance the adaptability of vocational education. Adaptability, in this context, signifies the capacity of vocational education to promptly align with societal, industrial, and technological demands [7]. In the contemporary context, the rapid development of the civil aviation industry necessitates a flexible and adaptable education system. Civil aviation vocational education must cultivate students' professional skills and innovation ability, as well as professionalism, to promote rapid adaptation to technological innovation in the industry and market demand. First and foremost, the innovation of educational models must be regarded as the fundamental conduit through which to enhance adaptability. Civil aviation institutions must consider the necessity of disrupting conventional teaching methodologies, integrating theoretical concepts with practical applications, and optimizing the adaptability and applicability of their curriculum. In the case of specialized courses, such as aviation safety, aircraft maintenance, and civil aviation management, the course content should reflect the application of the latest industry technology in a timely manner. The incorporation of real-life cases enables students to solve practical problems encountered during the learning process. Furthermore, educational institutions should

enhance their collaboration with the industry by establishing a formal mechanism for cooperation between schools and enterprises. This would ensure that students acquire practical experience by learning in a real working environment and develop a comprehensive understanding of the industry's needs and technological applications. Consequently, this would enhance their employability and social adaptability, preparing them for successful integration into the workforce and the broader community.

3.2 Logical Progression: Enhancing the Integrity of Vocational Education

The enhancement of the integrity of vocational education is contingent upon the promotion of the synergistic development of all aspects of education through systematic steps and measures. In order to achieve this objective, it is imperative to prioritize the enhancement of teaching content and the professional development of educators. Concurrently, it is essential to establish an effective support system within educational administration, resource allocation, and evaluation mechanisms.

Firstly, the civil aviation vocational education system should prioritize the enhancement of its curriculum and the adoption of innovative teaching methodologies. This encompasses the integration of contemporary pedagogical methodologies, such as project-based learning and case analysis, with the objective of fostering students' innovative thinking and problem-solving skills. The curriculum should be subject to periodic review and refinement to ensure its alignment with industry demands, thereby enhancing its adaptability and flexibility. For instance, the curriculum should encompass not only technical courses but also interdisciplinary courses that are closely related to industry development trends. This approach will enhance students' comprehensive quality and cross-disciplinary ability.

Secondly, civil aviation colleges and universities should continue to strengthen the construction of faculty and enhance teachers' professional skills and innovation ability. By fortifying communication and collaboration with the industry, educators can maintain currency with industry developments and incorporate cutting-edge technology and

concepts into their pedagogical practice. Consequently, educational institutions must offer a variety of training and practice opportunities at multiple levels to ensure that teachers can continually develop their skills in creating innovative educational content and updating their teaching methods.

In conclusion, the integrity of vocational education is further substantiated by the establishment of an education management and service system. It is imperative that educational institutions establish a scientific education management system to ensure the seamless execution of teaching activities and the optimal development of careers.

3.3 Logical Thread: Enhancing Diversity in Vocational Education.

The advent of a novel era of productivity has bestowed upon civil aviation vocational education a newfound agency, one that is poised to enhance its diversity and demonstrate its capacity to adapt to the demands of disparate industries. This transformation is essential for the cultivation of a more heterogeneous array of competencies. This necessitates that the education system devise diversified educational methodologies and course content in alignment with the requisites of students and the evolving dynamics of the industry. This approach is intended to enhance the comprehensiveness and applicability of education.

First and foremost, civil aviation institutions must offer a variety of educational services at multiple levels and in various formats. These services should be tailored to meet the distinct career development needs and interests of students. In addition to conventional academic instruction, institutions may also offer continuing education, vocational skills training, and online learning to address the learning requirements of diverse groups. Furthermore, the integration of interdisciplinary and composite courses has the potential to cultivate talents who can demonstrate adaptability across multiple disciplines, thereby fostering the diversified development of the civil aviation industry.

Secondly, the personalization and flexibility of the curriculum should be the key to enhancing diversity in education. Modularization, project-based, and task-based design are three

pedagogical strategies that facilitate student autonomy in selecting course modules according to their interests and career development objectives. This adaptable and customized approach to education enables students to swiftly acquire the requisite skills and knowledge aligned with industry demands, thereby facilitating their ability to adapt to technological advancements and developments within the industry.

3.4 Logical Orientation: Enhancing the Purposefulness of Vocational Education

Logical orientation, therefore, is defined as the ultimate goal and value direction of educational activities. In the process of empowering new quality productivity, vocational education should take the core objective of cultivating high-quality skilled talents that meet the needs of the new era to promote the sustainable development of the civil aviation industry. The realization of educational objectives entails not only cultivating students' technical skills, but also fostering comprehensive quality improvement in innovative thinking, professionalism, and social responsibility, among other domains.

Firstly, it is imperative to recognize the necessity of vocational education in elucidating the direction and standards of talent training. The future technical and managerial requirements of the civil aviation industry establish the direction for the educational objectives. In order to ensure that the training of students aligns with the evolving demands of the industry, educational institutions must develop specific talent training programs that are aligned with the prevailing industry trends. These programs should aim to equip students with the necessary skills to meet the technological demands of their chosen field, as well as the ability to effectively address the challenges and issues that arise in the industry.

Secondly, the focus of vocational education should be on cultivating students' all-round development. In addition to cultivating professional knowledge and skills, educational institutions should prioritize the development of students' qualities such as innovation, teamwork, and social adaptability. This will not only assist students in distinguishing themselves academically and professionally, but it will also establish a robust foundation

for their future careers.

4. Conclusion.

In the context of industrial transformation propelled by emerging quality productivity standards, civil aviation vocational education, as the pivotal conduit for talent cultivation in technology-intensive sectors, must promptly recalibrate its pedagogical framework and operational paradigm to achieve effective synergy between the education system and industrial advancement. This study systematically explores the practical path of civil aviation vocational education in the innovation of curriculum nurturing elements, the construction of dual-teacher teams, the optimization of the curriculum system, and the deepening of the integration of industry and education. The study is based on the connotation and characteristics of new quality productivity. It constructs an action framework with the dimensions of adaptability, completeness, diversity, and purpose. The study's findings are as follows:

The development of new quality and productivity in the field of civil aviation vocational education is predicated on an overhaul of the conventional nurturing model^[8]. The integration of technological value implicitly and professional teaching, the dynamic adjustment of industry-education cooperation mechanisms, and the strengthening of curriculum ideology and innovative practice are essential for achieving this objective. Secondly, the cultivation of dual-teacher teachers and the construction of diversified teams are pivotal to enhancing teaching quality. The collaborative teacher development model of schools and enterprises can effectively promote the integration of theory and practice, delivering high-quality talent with both innovative ability and practical skills to the industry. The curriculum system's modular design, diversified innovation in teaching methods, and integration of hidden courses, collectively, form a dynamic educational ecosystem adapted to the needs of learners^[9-11].

The practical significance of this study is to provide civil aviation vocational colleges with an operable reform direction, which helps the industry address the structural contradiction between the supply and demand of talents and accelerate the technological innovation and

industrial upgrading through the optimization of factor configuration and the construction of action framework. However, the specific path of the education system empowered by the new quality productivity paradigm still requires further exploration. For example, there is still room for research in the areas of regional resource differences, the construction of long-term mechanisms of school-enterprise cooperation, and the development of digital teaching resources. In the future, civil aviation vocational education should continue to deepen the integration mechanism of production and education, strengthen the organic connection between the education chain, talent chain, and industrial chain, and provide solid talent guarantee and intellectual support for the high-quality development of the industry.

Acknowledgments

This paper is supported by the Teaching Team of Basic Duty Ability Training for Safety and Security in Flight (Project No. J20240093), the 2023 School-level Teaching Reform Project of Guangzhou Civil Aviation Vocational and Technical College, Guangzhou, China.

The 2024 Guangdong Higher Vocational Education Teaching Reform Research and Practice Project is a significant initiative that aims to enhance the quality of education and promote innovation in higher vocational education. The present study is an examination of the practical study of mixed teaching of civics and politics of cabin emergency disposal training based on BOPPPS teaching model (Project No. 2023JG054).

The 2024 Guangdong Provincial Curriculum Civics and Politics Demonstration Course Project, designated "Cabin Emergency Disposal Training" (Project No. KCSZ2024092), is a noteworthy initiative in the field of aviation safety and emergency preparedness.

The 2024 project, entitled "Practical Research on High-quality Curriculum Construction for Civil Aviation Service Majors" (Project No. 24X4847), is a significant undertaking in the field of education.

The present study is part of a larger research initiative, entitled "Research and Practice on the Path of Construction of Demonstration Team for Civic Politics in Vocational Colleges and Universities" (Project No. JG202323).

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