Article

Research on the Impact of Local Historical Resources on the Professional Identity of Vocational College Members: A Case Study in Southwest China

Zhicheng Jian [1,*]

1 School of Economics and Management, Guizhou Normal University, Guiyang, Guizhou, China

* Correspondence: Zhicheng Jian, School of Economics and Management, Guizhou Normal University, Guiyang, Guizhou, China

Abstract: The shaping of professional values for technical and skilled talents is a core objective for the high-quality development of higher vocational education and a key link in implementing comprehensive character development. This study takes the integration of specific regional historical tenets-characterized by "resilience, objective truth-seeking, and collaborative independence"- into practice as the entry point. Taking a vocational college in Southwest China as a typical case, the study explores the effect of local cultural-historical resources on the value shaping of faculty and students. The research finds that through a systematic mechanism of "strategic guidance, curriculum integration, environmental immersion, practical application, and peer modeling," the college has successfully transformed historical legacy into internal recognition and behavioral consciousness. At the teacher level, the practice has refined professional commitment and the dedication to excellence; at the student level, it has significantly fostered professional ideals, craftsmanship, innovative consciousness, and collective cooperation. This approach effectively addresses common challenges such as the "imbalance between skill training and moral development" and the "disconnection between theory and practice." This study provides a replicable model and empirical support for cultivating high-caliber personnel capable of contributing to future social and industrial development.

Keywords: Regional Culture; Vocational Education; Professional Values; Case Study; Southwest China

1. Introduction

"How to ensure a balanced development between professional competencies and personal value systems" is a fundamental objective in modern vocational education. [1] Vocational education, as a distinct educational category, emphasizes not only the transmission of technical skills but also the construction of professional identity and ethical values. However, in practice, a gap often exists between "technical training" and "character development," where the prominence of "instrumental rationality" sometimes leads to a decline in "value guidance." Addressing this imbalance and exploring a path that integrates comprehensive value shaping into the talent cultivation process is crucial for improving the quality of modern vocational education and achieving the core task of character development [2].

Specific regional historical tenets represent a significant resource for cultural and educational development. Formed at a critical strategic juncture, the core attributes of "resilience, commitment to truth, and collaborative autonomy" not only embody the historical initiative to overcome extreme difficulties but also showcase a high level of maturity in terms of strategic thinking and professional character [3]. With enduring vitality and profound educational significance, these tenets provide rich nourishment for

shaping the values of individuals and organizations in the modern era. This study investigates whether systematizing and creatively integrating these historical-cultural resources can have a positive shaping effect on the values of faculty and students in a vocational setting characterized by practicality. What are the specific manifestations of these effects? This constitutes the core issue of this research [4].

This study selects a vocational college in Southwest China as the case study based on its typicality and practical depth. First, its unique regional cultural background: the college is situated in an area with a profound historical legacy, providing a natural foundation for cultural education. Second, its distinct industrial heritage: its roots in long-standing industrial-cultural development have endowed its institutional identity with the genes of "dedication" and "perseverance." Third, the college has engaged in systematic practice: in recent years, it has utilized local historical resources as a core thread for cultural construction, accumulating extensive first-hand data and providing a reliable sample for evaluating the effectiveness of value-shaping initiatives [5].

2. The shaping of the connotation of the Zunyi Conference spirit and the dimension of shaping the values of teachers and students

"Firm commitment" shapes core values and professional ideals. It addresses the fundamental issue of "orientation" and "purpose." For teachers, it involves maintaining the long-term mission of educational commitment and talent development for social needs, viewing education as a noble cause rather than a mere occupation. For students, it guides them to set lofty goals of contributing to industrial advancement and national prosperity, integrating personal career planning into the broader development of society [6].

"Objective truth-seeking" shapes professional values and the scientific spirit. It focuses on being practical and evidence-based. At the faculty level, it is manifested as the dedication to following educational laws, the refinement of teaching skills, and the integrity of academic research. At the student level, it is externalized as the craftsmanship that respects science, remains meticulous, pursues technical excellence, and opposes impetuosity.

"Independence" shapes personal agency and innovative consciousness. It emphasizes "subjectivity" and "originality," requiring faculty and students to think independently without dependency, while maintaining the courage to explore and innovate. For teachers, it means developing unique teaching styles and academic insights; for students, it involves developing the ability to learn autonomously and solve complex technical problems, becoming drivers of technological progress [7].

"Collaborative unity" shapes ethical values and teamwork abilities. It emphasizes "collective contribution," aiming to foster a sense of honor and a big-picture perspective. It enables faculty and students to understand the importance of synergy in modern industrial civilization, realizing personal value through collective achievements, and cultivating a character of mutual support and contribution.

3. The practical operation of the "five-in-one" collaborative education system

3.1. Strategic guidance and top-level guarantee for value shaping

The institution has fundamentally incorporated the integration of regional historical tenets into its long-term development roadmap and strategic institutional reports, elevating these values from temporary cultural activities to a core strategy for institutional governance and sustainable development [8]. In response to complex development bottlenecks, the school utilizes the principles of "resilience and objective truth-seeking" to build institutional consensus and overcome structural difficulties. For instance, the successful designation as a high-level vocational construction unit and the leadership in establishing several provincial-level industry-education integration platforms serve as vivid evidence of transforming collaborative struggle into measurable educational

outcomes. This top-level design provides a grand narrative for value practice, ensuring that every administrative decision and academic policy aligns with the overarching goal of character development and professional integrity.

3.2. Curriculum infiltration: Deepening the channel of value cognition

Theoretical interpretation is achieved through the restructuring of foundational modules and the comprehensive promotion of an "integrated value-based curriculum." Each academic department is required to conduct a systematic audit of its syllabus to identify "value touchpoints" that resonate with regional cultural heritage and professional ethics. In engineering programs such as mechatronics and numerical control technology, the intrinsic unity between objective truth-seeking and the modern spirit of craftsmanship is illustrated through the historical achievements of technical experts in high-precision industries. In project management and teamwork-oriented courses, case studies of large-scale engineering collaborations are introduced to emphasize how synergy and collective unity drive team effectiveness [9]. Faculty members who have achieved top honors in regional teaching competitions have demonstrated through their practice that professional courses are not merely for skill acquisition; they serve as critical vehicles for value guidance, where technical knowledge and ethical development complement and enhance one another.

3.3. Cultural immersion: An environment for emotional recognition

The institution has established a multi-dimensional physical environment, including cultural installations such as the "Industrial Development Wall" and "Regional Heritage Corridors," transforming the campus into an immersive educational resource. Beyond physical space, the school organizes regular intellectual forums such as "Expert Lecture Halls" and "Craftsmanship Dialogues," inviting distinguished technical experts and industry leaders to share their professional journeys. These face-to-face interactions allow noble professional spirits to transition from abstract reports into perceptible, real-life narratives [10]. This immersive cultural atmosphere effectively promotes emotional identification among faculty and students, fostering a profound sense of belonging to a community defined by shared professional values and historical continuity.

3.4. Practice refinement: Internalizing values through empirical application

The college has developed a multi-level practical education framework, enabling faculty and students to "understand through application" and solidify their values within real-world constraints. First, the institution utilizes high-level skills competition platforms to challenge students' technical limits; having achieved over a dozen national-level recognitions, participants learn to temper their pursuit of excellence under extreme pressure. Second, the school has established a network of master studios, including eight provincial and municipal units, which cultivate innovative autonomy through breakthroughs in actual industrial projects. One prominent studio, led by a national technical expert, has trained hundreds of key members, facilitating the transmission of both high-end technology and the value of professional dedication. Third, the college builds robust platforms for community engagement and regional empowerment. Faculty and students participate extensively in public services and rural technical assistance projects, applying their professional expertise to solve grassroots challenges. These personal experiences in serving society enable participants to deeply internalize the value of collaborative contribution and public service through direct social impact.

3.5. Role models: A three-dimensional reference for behavioral practice

The college has constructed a tiered "pyramid-style" demonstration system that provides concrete behavioral references at every level of the institution. At the apex of this system are national-level technical experts and model workers who represent the highest

standards of professional achievement. The middle tier consists of industry elites and provincial-level award winners who demonstrate the potential for career growth and technical innovation. At the grassroots level, the system highlights exemplary students who have overcome significant personal challenges or displayed bravery in community service. This multi-dimensional demonstration system ensures that every abstract value is embodied by a concrete, perceptible person, significantly shortening the path from cognitive recognition to behavioral change. This creates a "cascade effect" of positive influence, encouraging all members of the college to align their actions with the highest professional and ethical standards.

4. The explicit manifestation of the shaping of teacher-student values

4.1. The effectiveness of teacher value shaping: The evolution from "knowledge delivery" to "holistic education"

First, the core mission of fostering comprehensive development has been fundamentally strengthened. Educators within the institution have moved beyond viewing teaching as a mere transmission of technical information; they have consciously embraced a broader mission to cultivate high-caliber technical talents for advanced manufacturing and regional economic growth. In the process of integrated curriculum development, faculty members actively identify and embed ethical and professional elements into their syllabus. Whether guiding students through complex skill competitions or collaborative research projects, teachers now prioritize the alignment of technical proficiency with social responsibility, achieving a seamless integration of "instruction" and "character building." This shift reflects a deeper understanding of the educator's role in contributing to long-term societal progress.

Second, there has been a simultaneous advancement in professional character and "dual-qualification" expertise. A significant proportion of the teaching staff now demonstrates an outstanding professional style characterized by rigorous study, the pursuit of objective truth, and a profound dedication to educational excellence. Institutional explorations into "promoting growth through competition" and "the synergy of teaching and research" have become vivid examples of applying the principle of truth-seeking within the field of vocational education. This professional evolution is marked by a persistent drive for technical perfection and a willingness to contribute to the collective success of the institution. The pursuit of excellence has transitioned from an individual aspiration to a mainstream cultural trend across the entire faculty.

Third, the culture of collaborative innovation and team synergy has grown increasingly robust. The institution has successfully established cross-departmental and multi-disciplinary teaching innovation teams and technical task forces that operate with high efficiency. Faculty members have taken the initiative to dismantle traditional academic silos, working in close coordination on industry-education integration projects, key technological research topics, and preparation for high-level skills competitions. By organically combining autonomous exploration with collective synergy, the teaching staff has significantly enhanced its overall capacity to solve complex problems. This evolution from individual effort to a unified team-based approach has not only improved the quality of technical breakthroughs but also fostered an institutional environment defined by mutual support and shared professional values.

4.2. The results of shaping students' values: A group portrait of growth from "skilled workers" to "new people of The Times"

First, the professional conviction of "contributing to social development through technical expertise" has become deeply embedded in the student body. A significant proportion of graduates now choose to serve in key strategic industries, such as high-precision manufacturing, advanced equipment production, and regional development sectors. Many alumni have demonstrated remarkable persistence, making consistent

contributions in vital technical positions. Among the current student population, there is a growing trend toward participating in regional revitalization projects and serving in grassroots development initiatives. This reflects a successful integration where students align their personal career aspirations with the broader developmental needs of society, transforming abstract ideals into concrete professional paths.

Second, a "pragmatic and realistic" spirit of craftsmanship has become the prevailing culture among students. This is evidenced by their pursuit of excellence in various high-level professional skill competitions, where they have consistently secured top-tier national awards. This commitment to precision is not limited to competitions but is also reflected in their daily laboratory training and practical coursework. The reverence for technical accuracy and the rigorous demand for quality have been internalized as core professional habits. For instance, students who have faced significant personal or physical challenges have demonstrated astonishing perseverance in their studies, embodying the value of truth-seeking and the belief in the transformative power of knowledge. This resilience serves as a powerful reference point, inspiring peers to pursue technical perfection and academic integrity.

Third, the spirit of "independent innovation" and proactive agency has been fully stimulated. The institution has successfully shifted from a traditional teaching model to one that respects and encourages student subjectivity and creativity. This is manifested in student-led research and development projects, where teams have successfully navigated the entire process from conceptual design to prototype realization. Entrepreneurial practices have also flourished, with student groups transforming innovative ideas into viable industrial solutions. These achievements demonstrate a robust self-awareness and pioneering courage within the student group. The previous mindset of passivity and dependency has been replaced by a confident, "can-do" attitude, enabling students to become potential drivers of technological progress and organizational change.

Fourth, the collectivist values of unity and selfless dedication have taken firm root in the minds of the students. This is observable in the organized emergency volunteer efforts and disaster relief participation, where students have traveled long distances to provide aid during crises. Furthermore, the "shared honor and responsibility" displayed by various competition teams highlights a strong capacity for collaborative synergy. The institution's volunteer associations also maintain a long-term commitment to community service, including elderly care, assistance for the disadvantaged, and science popularization activities. Serving the collective and contributing to social welfare have become widely respected value choices on campus. Through these dedicator-oriented activities, students have found a profound sense of social belonging and realized their personal value through their contributions to the greater good.

4.3. Organizational culture effectiveness: A value community from "campus" to "ecology"

The congruent development of individual values among faculty and students eventually converges into a distinctive organizational culture and a robust institutional temperament. The historical heritage of industrial perseverance-traditionally defined by hard work, professional dedication, collaborative synergy, and bold innovation-has been deeply integrated with the institution's foundational historical tenets. This synthesis has fostered a unique cultural ecosystem focused on high-caliber ethical craftsmanship and technical excellence. This organizational environment serves as a shared space where history, professional ethics, and modern industrial requirements meet to form a coherent identity for all members of the institution.

This cultural ecosystem exerts a profound reciprocal influence on both teachers and students, establishing a virtuous cycle of professional and personal growth. Rather than being a static set of rules, the culture has evolved into a dynamic "living ecology" that informs pedagogical methods, administrative decisions, and student behaviors. As a result, the institution has demonstrated sustainable improvement across various metrics

of excellence, including the heightened employment competitiveness of its graduates in advanced manufacturing sectors, consistent success in prestigious technical competitions, and a marked increase in contributions to regional social and economic development projects.

Through this process, the institution has achieved a state of mutual promotion and complementarity between its core cultural values and its tangible educational outcomes. This integration effectively transforms the institution's cultural soft power into a measurable "hard power" of educational excellence and social influence. This evolution from a traditional campus environment to a sophisticated and values-driven cultural ecology ensures that the institution remains a resilient and influential leader in the cultivation of future technical talent, capable of responding to the ever-changing demands of the modern industrial landscape.

5. Conclusion

Through a comprehensive analysis of a case study from a vocational institution in Southwest China, this research confirms that the systematic integration of regional historical tenets into the vocational education framework has a significantly positive impact on the value construction of both faculty and students. The success of this integration stems from the precise alignment between the core historical values-characterized by resilience, truth-seeking, and collaborative autonomy-and the specific requirements of modern technical education. By constructing a systematic practical framework that involves all stakeholders and spans the entire educational process, the institution has successfully fostered an educational ecosystem where strategic value guidance, behavioral demonstration, and cultural immersion operate in unison.

The study further reveals that the educational benefits of regional cultural-historical resources are both tangible and achievable. The key to this effectiveness lies in identifying the structural resonance between historical legacies and the contemporary objectives of technical skill cultivation. Value shaping, as demonstrated, is a complex systematic project that necessitates the deep synergy of multiple organizational elements, including institutional policy, curriculum design, and campus environment. Furthermore, the assessment of such initiatives should not be limited to short-term results but should account for fundamental changes in individual mindsets and the long-term evolution of organizational culture, focusing on the sustained impact on professional identity.

While this research focuses on a specific case, the broader applicability of this model warrants further investigation across diverse institutional types and geographic regions. Future studies could deepen these findings through cross-institutional comparisons, long-term longitudinal tracking of graduates' career paths, and the exploration of multidisciplinary psychological mechanisms. The practical experience of the institution in Southwest China demonstrates that when regional historical legacies take root in the soil of vocational training, they provide a lasting spiritual impetus for the cultivation of individuals who are both morally grounded and technically proficient. Such individuals are essential for driving future social and industrial development, and this case provides a valuable practical reference for the advancement of modern institutional development models.

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