

Article

Research on the Integration of Chinas Outstanding Traditional Culture into the Ideological and Political Education Curriculum Mechanisms in Vocational Undergraduate Colleges in the New Era

Dongyu Jiang^{1,*} and Hongwei Tao¹

¹ Hainan Vocational University of Science and Technology, Haikou, China

* Correspondence: Dongyu Jiang, Hainan Vocational University of Science and Technology, Haikou, China

Abstract: The new era represents a critical phase for advancing the construction of a strong education system and fulfilling the fundamental mission of fostering virtue through education. However, ideological and political education courses in vocational undergraduate institutions face prominent challenges such as homogenization and an overemphasis on technical skills at the expense of moral cultivation. Chinas excellent traditional culture embodies spiritual core values—including self-cultivation, ethical integrity, professional dedication, and the sense of duty toward both family and nation—which align closely with the goal of shaping character and nurturing talent within vocational undergraduate ideological and political education, serving as a vital resource for enhancing the effectiveness of this educational approach. Currently, most vocational undergraduate institutions merely superficially integrate traditional culture into their ideological and political classrooms, yet they commonly suffer from shortcomings such as outdated educational philosophies, fragmented curriculum systems, limited educational platforms, a shortage of interdisciplinary faculty, and the absence of long-term operational mechanisms. Based on the requirements for the high-quality development of vocational undergraduate education, this paper examines the intrinsic compatibility and contemporary value of integrating these two domains, identifies current educational challenges, and proposes a closed-loop cultural immersion education mechanism across five dimensions—content, classroom instruction, practice, faculty, and institutional frameworks—to explore pathways for empowering ideological and political education through culture. The aim of this study is to enrich the cultural depth of ideological and political classrooms, enhance their educational effectiveness, guide vocational undergraduate students toward strengthening their cultural confidence and cultivating a craftsman spirit, and provide theoretical and practical references for the advancement and innovation of ideological and political education in vocational undergraduate institutions.

Keywords: traditional chinese culture; vocational education; ideological education; cultural immersion; educational mechanism

Received: 02 December 2025

Revised: 17 January 2026

Accepted: 30 January 2026

Published: 02 February 2026



Copyright: © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

1.1. Research Background

The state is vigorously advancing the development of a modern vocational education system, explicitly stating that vocational undergraduate education should adhere to the principle of integrating moral cultivation with technical skills and combining work experience with academic study; it requires leveraging local culture to build a distinctive educational framework and to refine the "Three-Comprehensive Education" model [1]. Vocational undergraduate programs possess dual attributes—both those of higher education and vocational education—and their talent cultivation focuses on developing high-level technical and skilled professionals; however, a persistent imbalance has been

observed, wherein technical skill development tends to overshadow moral education, often resulting in ideological and political education encountering challenges such as over-reliance on theoretical exposition, disconnection from professional contexts, and insufficient cultural grounding. In the new era, ideological and political education emphasizes substantive and sustainable development, requiring classrooms to move beyond lecture-based delivery and transition toward value formation and professional competence cultivation through culturally embedded and practice-oriented pedagogical approaches.

Ideological and political education courses serve as the core platform for vocational undergraduate programs to implement the principle of fostering virtue through education, undertaking the mission of shaping students' values, cultivating a spirit of craftsmanship, and reinforcing their sense of patriotism and national identity [2]. Currently, vocational undergraduate students are immersed for extended periods in a diverse online cultural environment; some demonstrate weakened cultural identification, unclear ideals and beliefs, and utilitarian orientations toward career development. Traditional ideological and political teaching frequently centers on policy interpretation—characterized by abstract content and inflexible formats—and lacks culturally resonant material aligned with both disciplinary knowledge and students' lived experiences, thereby limiting emotional engagement and diminishing targeted educational impact.

Core concepts drawn from China's excellent traditional culture—including the integration of family and national responsibility, emphasis on moral self-cultivation, dedication to professional excellence, and the unity of knowledge and practice—are highly compatible with patriotic education, professional ethics development, and craftsmanship spirit cultivation in vocational undergraduate programs; they offer a constructive pathway to redress the longstanding imbalance between technical proficiency and moral development. Against this backdrop, exploring the pedagogical potential of traditional culture and establishing a sustainable, context-sensitive mechanism for cultural immersion—tailored to the distinctive features of vocational undergraduate education—has become an essential priority for upholding foundational educational principles while innovating ideological and political curriculum design [3].

1.2. Research Significance

1.2.1. Theoretical Significance

Existing research on the integration of traditional culture into ideological and political education courses primarily focuses on general undergraduate programs; systematic studies addressing vocational undergraduate education remain relatively scarce. Most existing findings address only surface-level implementation approaches and lack a sustained, integrated framework aligned with the dual objective of cultivating both moral integrity and professional competence [4]. This paper, by integrating the distinctive educational characteristics of vocational undergraduate education, clarifies the intrinsic logic underlying cultural integration in ideological and political education courses, establishes an integrated closed-loop educational mechanism encompassing content design, classroom instruction, practical application, faculty development, and institutional support, enriches the theoretical foundations of cultural education and vocational moral education, fills the gap in research concerning sustainable mechanisms for cultural integration in ideological and political education within vocational undergraduate programs, and provides a theoretical reference for pedagogical advancement in similar institutions.

1.2.2. Practical Significance

This paper addresses current shortcomings in integrating cultural elements with ideological and political education in vocational undergraduate programs by constructing an immersive, context-specific, implementable, and sustainable system [5]. It aims to achieve comprehensive integration of traditional culture throughout the entire ideological and political education process, diversify classroom teaching formats, and mitigate challenges including students' insufficient cultural confidence and overly utilitarian

vocational outlooks; it further supports institutions in developing distinctive 'Culture + Vocational Education' ideological and political branding, refining the holistic education framework, harmonizing skill development with moral cultivation to foster well-rounded student character, and delivering practical contributions toward cultivating high-level technical and skilled professionals who embody both ethical integrity and professional competence.

1.3. Current Research Status at Home and Abroad

1.3.1. Current State of International Research

International vocational education systems emphasize civic education and professional literacy to support value development, integrating local cultural contexts with hands-on learning; however, these systems are grounded in individual-centered pedagogical frameworks and do not systematically incorporate foundational elements of moral education found in East Asian traditions—such as familial and national responsibility, self-discipline, and ethical growth [6]. This conceptual orientation diverges from the domestic goal of cultivating highly skilled professionals committed to national development; therefore, while certain instructional strategies may offer useful insights, direct transplantation is not advisable.

1.3.2. Current State of Domestic Research

The academic community in China generally recognizes the ideological and political education value of traditional culture and has established three fundamental integration pathways across classrooms, campuses, and extracurricular activities; however, several notable shortcomings remain: first, research predominantly focuses on general undergraduate students, with limited attention to vocational undergraduate programs that emphasize both moral cultivation and technical competence; second, integration efforts often rely on superficial compilation of classical allusions and case studies, lacking deep exploration of intrinsic connections among cultural essence, the spirit of craftsmanship, and professional ethics; third, excessive emphasis is placed on short-term activity design while long-term, closed-loop operational mechanisms remain underdeveloped [7]. To address these gaps, this paper undertakes a systematic study of sustainable educational mechanisms in vocational undergraduate institutions.

1.4. Research Methods and Innovations

1.4.1. Research Methods

Literature Review Method: Systematically reviewing scholarly works on vocational education policies, ideological and political education, cultural education, and the craftsman spirit to establish a robust theoretical foundation;

Logical Analysis Method: Constructing the paper's conceptual framework along the sequence: "contemporary societal demands — internal coherence — practical challenges — mechanism design — pathway refinement";

Experience-Summarization Method: Synthesizing exemplary practices in cultural and ideological education from leading domestic vocational institutions, and aligning them with moral education standards for vocational undergraduate programs to enhance the applicability and feasibility of the proposed approach [8].

1.4.2. Research Innovations

Perspective Innovation: This study centers on vocational undergraduate education as its core subject, conducting targeted research aligned with its defining characteristics—integrating moral development with professional competence and blending work-based learning with academic instruction—thereby addressing a persistent gap in the literature where the vocational dimension has frequently been underemphasized [9].

Systemic Innovation: A "Five-in-One" closed-loop educational immersion mechanism is established to advance the transformation of traditional culture from surface-level material engagement to deep-seated spiritual integration, from episodic

activities to sustained pedagogical practice, and to strengthen the systematic construction of cultural and ideological education within vocational undergraduate programs [10].

2. Core Concepts and Theoretical Foundations

2.1. Definition of Core Concepts

2.1.1. Ideological and Political Education Courses in Vocational Undergraduate Colleges in the New Era

The core ideological and political education courses designed for high-level technical and skilled professionals integrate value guidance, moral cultivation, and professional competence development; with the overarching goals of fostering virtue through education and cultivating highly skilled practitioners, these courses combine theoretical instruction, professional practical training, and moral education, serving as the primary platform for balancing skill acquisition with ideological shaping and for implementing cultural education [11].

2.1.2. Immersion in China's Outstanding Traditional Culture

This approach goes beyond superficial incorporation of cultural elements, embedding the core spirit, ethical principles, and professional wisdom of China's outstanding traditional culture throughout ideological and political education and talent development; through sustained, implicit influence, it fosters intellectual growth and moral cultivation, enabling profound integration of cultural education with ideological and political guidance [10].

2.1.3. Educational Mechanism for Ideological and Political Courses in Vocational Undergraduate Programs

This comprehensive collaborative system ensures the normalized and standardized operation of cultural immersion initiatives through five key components: content provision, classroom platforms, practical implementation, faculty development, and institutional safeguards; it integrates on-campus teaching resources with campus, enterprise, and local cultural resources, overcomes departmental silos in educational delivery, and facilitates the effective implementation of the 'Three-Comprehensive Education' approach [12].

2.2. Theoretical Basis

2.2.1. Cultural Education Theory

Cultural education cultivates individuals by leveraging the inherent permeability and empathetic resonance of culture, thereby gently shaping the value systems of young people [13]. Core principles drawn from traditional culture—including self-cultivation, professional dedication, and integrity—align closely with the developmental characteristics of vocational college students, offering an alternative to rigid, didactic pedagogical approaches and enriching ideological and political education with locally grounded moral resources.

2.2.2. The Theory of Cultivating Virtue and Nurturing Talents

Moral education takes precedence and fostering a well-rounded personality constitutes the fundamental mission of education. Elements of traditional culture—including reverence for virtue and goodness, dedication to professional excellence, and commitment to the well-being of family and society—are highly aligned with cultivating professional ethics and the craftsman spirit in vocational undergraduate institutions, thereby effectively addressing the imbalance caused by overemphasizing technical skills at the expense of moral development.

2.2.3. Three-Comprehensive Education Theory

This approach emphasizes collaborative education involving all stakeholders, implemented throughout the entire educational process and across all dimensions. Integrating traditional culture engages ideological and political educators, subject-matter faculty, industry practitioners, and cultural mentors; it extends across classrooms, campus

activities, internships, and community engagement—fully supporting the 'Three-Comprehensive Education' framework in vocational undergraduate programs.

3. The Intrinsic Compatibility and Contemporary Value of China's Excellent Traditional Culture in Enriching Ideological and Political Education Courses at Vocational Undergraduate Universities in the New Era

3.1. The Intrinsic Compatibility for the Deep Integration of the Two

3.1.1. Alignment of Core Values Strengthens the Foundation of Young People's Ideals and Beliefs

The ideological and political education courses within vocational undergraduate programs aim to establish students' correct outlook on life, values, and worldview, while fostering their ideal of serving the nation through professional skills. The traditional cultural ethos of "Every citizen bears responsibility for the rise and fall of the nation" reflects a profound sense of patriotism, whereas the pursuit of "excellence in every detail" embodies the spirit of craftsmanship; these elements correspond to the objectives of patriotic education and the cultivation of highly skilled artisans, respectively, providing a solid cultural foundation for value shaping and enhancing the humanistic warmth of the ideological and political classroom.

3.1.2. Alignment of Educational Objectives with the Fundamental Task of Fostering Virtue and Nurturing Talents

Vocational undergraduate education integrates moral cultivation with professional skill development; ideological and political education aims to nurture technical personnel characterized by sound ethical integrity, refined craftsmanship, and a deep sense of social responsibility; meanwhile, traditional cultural education emphasizes self-cultivation and moral growth, promoting values such as honesty, professional dedication, and the unity of knowledge and practice [14]. These dimensions collectively reinforce personal character formation and professional ethics, thereby strengthening the moral education framework within vocational education.

3.1.3. The Development Orientation Aligns Well with the Requirements of Vocational Education Reform in the New Era

Contemporary vocational education emphasizes integrating ideological and political education with local cultural resources to overcome challenges such as curriculum homogenization and disconnection from professional practice. Utilizing traditional culture as a contextually grounded moral education resource enables the development of an immersive pedagogical model that enriches students' spiritual development through culturally embedded content and seamlessly integrates theoretical learning with practical application—fully supporting the high-quality advancement of ideological and political education in vocational undergraduate programs [5].

3.2. The Contemporary Value of Cultural Immersion in Nurturing Individuals

First, the content of ideological and political education can be enriched, and classroom teaching formats innovated. Traditional culture offers rich resources—including historical figures, traditional crafts, and time-honored industry principles—that can transform abstract theoretical concepts into concrete, discipline-integrated case studies. This approach alleviates the monotony of conventional instruction and strengthens alignment with professional curricula, thereby enhancing the relevance and engagement of ideological and political courses.

Second, fostering robust cultural confidence among young people supports resilience against ideologically unsound tendencies [3]. Sustained exposure to China's outstanding traditional culture enables students to recognize its enduring significance in contemporary society, move beyond uncritical preference for foreign models, deepen their sense of national belonging, and consolidate ideological foundations.

Third, utilitarian perspectives on career development can be corrected while advancing students' comprehensive competencies. Emphasizing values such as

dedication to one's profession and communal harmony, alongside the integration of professional skills with ethical responsibility, helps shift focus away from salary-centric job selection. This cultivates diligence, accountability, and craftsmanship—nurturing professionals who embody both moral integrity and technical excellence.

Fourth, cultural inheritance and ideological and political education can mutually reinforce one another: ideological and political classrooms serve as platforms for the creative transformation of traditional culture—such as adapting artisanal traditions to modern vocational contexts—thus simultaneously advancing cultural continuity and moral cultivation [6].

4. The Practical Challenges Faced by Ideological and Political Education Courses in Vocational Undergraduate Universities under the Influence of Cultural Factors

4.1. The Educational Philosophy Is Outdated, and There Are Discrepancies in Perceptions among All Stakeholders

Educational institutions have traditionally emphasized technical competence over ideological and moral development, often relegating cultural education to isolated extracurricular initiatives rather than embedding it systematically within talent cultivation frameworks; teaching practices frequently rely on fragmented selections of classical texts and historical examples, prioritizing formal integration over deep engagement with their underlying values and ethical significance; meanwhile, students—oriented toward hands-on skill acquisition—are increasingly exposed to disjointed online discourses, which can dilute cultural self-awareness, reduce active classroom involvement, and hinder the internalization of knowledge into consistent, value-guided conduct.

4.2. Content Is Fragmented, Lacking a Systematic Curriculum Framework

Teachers occasionally integrate isolated cultural case studies into classroom instruction but do not develop a structured, tiered, and discipline-specific framework for cultural content aligned with course objectives and the unique features of each major. School-based teaching materials and a specialized database of professional cultural cases for vocational undergraduate programs remain underdeveloped; moreover, resources related to traditional craftsmanship, intangible cultural heritage, and industrial contributions to national advancement are inadequately explored. Cross-major integration of cultural elements also suffers from pronounced uniformity, impeding the design of a progressive and sustainable immersive learning environment.

4.3. The Educational Platforms Are Limited in Variety, Resulting in Weak Practical Immersion Effects

Instruction frequently relies heavily on one-way classroom lecturing, while interactive approaches—including scenario-based simulations, hands-on skill practice, and culturally grounded discussions—remain underutilized; campus cultural activities are infrequent and lack broad participation; off-campus practical training venues—such as museums, intangible cultural heritage workshops, and manufacturing enterprises—are seldom leveraged; and the four interconnected platforms—the classroom, campus, enterprises, and broader society—lack effective coordination and integration, hindering the development of a holistic, immersive educational framework.

4.4. Shortage of Composite-Type Faculty Members and Insufficient Capacity for Culturally Integrated Teaching

Ideological and political education teachers possess a solid theoretical foundation but often lack in-depth knowledge of literature and history; professional faculty excel in practical instruction yet frequently have limited competence in moral education and traditional culture; educational institutions generally lack systematic programs for traditional culture study and interdisciplinary teaching-research collaboration; communication among ideological and political education teachers, professional faculty, intangible cultural heritage bearers, and enterprise practitioners remains underdeveloped;

as a result, the capacity of teaching staff to guide students' cultural and value development falls short of holistic education requirements.

5. Establishing a Long-Term Educational Mechanism for Ideological and Political Education through Cultural Immersion at Vocational Undergraduate Colleges under the "Five-in-One" Framework

Building upon an educational philosophy that integrates moral cultivation with professional skill development and aligns work-based experience with academic learning, the institution establishes a closed-loop educational mechanism to address five major practical challenges—spanning curriculum content, classroom instruction, experiential training, faculty capacity, and institutional support structures.

5.1. Develop a Stratified and Categorized Content Infiltration Mechanism to Establish a Systematic Curriculum Framework

The first initiative involves establishing five core cultural modules by organizing cultural resources around themes such as patriotic sentiment and national identity, self-cultivation and ethical development, professional commitment and technical proficiency, the integration of knowledge and practice, and contribution to industrial advancement; these modules align with patriotic education, professional ethics, the spirit of craftsmanship, applied learning, and education on ideals and beliefs, thereby supporting the development of a standardized resource library; additionally, for specific disciplines—including engineering, medicine, economics and management, and arts—representative cases of historical artisans and industry pioneers are incorporated to ensure precise alignment between cultural content and academic disciplines.

The second measure integrates cultural immersion into the teaching standards for ideological and political education courses by designing progressive thematic modules across grade levels and developing an online resource repository comprising micro-lectures, school-based instructional materials, and discipline-specific case studies, thereby replacing fragmented approaches that intersperse diverse materials without systematic coherence.

Third, this approach interprets traditional culture through contemporary frameworks such as advanced manufacturing and skilled contribution to national progress; it connects the values embodied by historical artisans with the accomplishments of contemporary exemplary practitioners, thereby enhancing the relevance of cultural elements to students' academic and career pathways.

5.2. Multi-Dimensional Classroom Immersion Mechanism to Establish an Integrated Online-Offline Teaching Platform

Offline initiatives innovate the traditional lecture-based teaching approach by employing interactive formats such as classical text reading, scenario-based simulations, expert-led discussions, professional debates, and micro-traditional craft experiences, thereby guiding students to gain a profound understanding of moral values and professional ethics; online, these efforts leverage official WeChat accounts and learning platforms to disseminate exemplary practitioner stories and micro-lectures on intangible cultural heritage, establishing a round-the-clock online platform for cultural learning; furthermore, these initiatives integrate with the ideological and political education framework across primary, secondary, and higher education institutions, progressively enhancing students' cultural literacy.

5.3. Implementing an Integrated Work-Learning Immersion Mechanism to Establish a Holistic Education Chain That Unifies Knowledge with Practice

On campus, regular activities—including traditional culture festivals, classical poetry recitations, situational dramas centered on craftsmanship, and on-site workshops led by skilled artisans—are systematically organized; off-campus, stable partnerships are established with intangible cultural heritage bases, museums, time-honored enterprises, and advanced manufacturing institutions to form dedicated practical training platforms,

supporting student study tours, artisan interviews, and volunteer service engagements; during on-the-job internships, students are guided to internalize professional conduct aligned with the ethical rigor and pursuit of excellence embodied in traditional craftsmanship, thereby realizing a cohesive educational pathway spanning "theoretical understanding — cultural appreciation — practical application."

5.4. Standardized Faculty Empowerment Mechanism to Cultivate a Versatile Educational Workforce

Implement tiered, specialized training programs on traditional culture to concurrently strengthen the cultural and historical competence of ideological and political education faculty and enhance the moral education proficiency of subject-matter instructors; foster interdisciplinary teaching and research teams composed of ideological and political education faculty, core professional instructors, intangible cultural heritage bearers, and industry practitioners to collaboratively design school-based curricula and refine pedagogical cases; create off-campus exchange platforms enabling faculty to observe best practices at exemplary institutions and cultural demonstration sites, thereby continuously upgrading their capacity to deliver value-oriented, culturally grounded instruction.

5.5. Closed-Loop System Guarantee Mechanism: Strengthening the Foundation for Long-Term Sustainable Operation

First, the Party Committee coordinates cross-departmental efforts to formulate an annual plan for cultural and ideological education, thereby dismantling isolated educational silos among departments; second, assessment mechanisms are optimized by integrating cultural and ideological education outcomes—both instructional and practical—into faculty performance evaluations and professional title review criteria, while increasing the weight assigned to cultural literacy and professional ethics in students' comprehensive assessments; third, dedicated funding is allocated to support the implementation of school-developed teaching materials, practice training bases, faculty development programs, and campus cultural initiatives; fourth, a dynamic evaluation system is implemented to monitor educational effectiveness through student and faculty surveys, feedback from industry training collaborations, and teacher–student symposia, enabling iterative refinement of curriculum content, pedagogical approaches, and training programs based on empirical findings [8].

6. Conclusion

In the contemporary context, vocational undergraduate education plays a pivotal role in developing highly competent technical professionals and contributing to advanced manufacturing capacity. As a central conduit for integrating ethical development with technical training, ideological and political education courses face persistent challenges—including inflexible pedagogical approaches, limited integration of cultural resources, and diminished educational impact. Core values drawn from China's rich traditional heritage—such as commitment to collective and familial well-being, emphasis on moral reflection and personal growth, dedication to professional mastery and technical proficiency, and the unity of theoretical understanding and practical application—offer substantive humanistic grounding for these courses. Such values help rebalance curricular priorities toward holistic development and support the broader educational objective of cultivating ethically grounded, technically adept professionals.

This article examines the rationale and relevance of embedding cultural content within ideological and political education in vocational undergraduate settings; identifies five key implementation challenges related to conceptual framing, curriculum design, delivery modalities, instructor capacity, and institutional coordination; proposes a 'five-in-one' integrated, iterative, and sustained educational framework; and outlines a culturally informed pedagogical pathway aligned with the distinctive aims and practices of vocational education.

Going forward, vocational undergraduate institutions should deepen the integration of traditional cultural resources into ideological and political education; tailor instructional content to disciplinary and occupational contexts; diversify teaching platforms; and strengthen cross-functional support systems. By consistently applying principles centered on nurturing character through culture, shaping identity through cultural engagement, and refining professional disposition through cultural grounding, these institutions can elevate the quality and resonance of ideological and political education. The aim is to foster students' cultural self-assurance, advance their technical capabilities, and reinforce their sense of civic and professional responsibility—thereby preparing skilled professionals who demonstrate steadfast ethical grounding, strong moral awareness, and high-level occupational competence for national industrial advancement and educational system development.

References

1. Y. Tianzuo, X. Xiaomei, and J. Yuqi, "Vocational education in China," *Educ China World*, p. 361, 2025.
2. G. Wang, "'A cultured man is not a tool': the impact of confucian legacies on the standing of vocational education in China," *J. Vocational Educ. Train.*, vol. 76, no. 1, pp. 179–196, 2024.
3. W. Li, "The Teaching Value of Traditional Culture in Chinese Language and Literature Based on Big Data Analysis and Its Application in Vocational Education," *Int. J. Hous. Sci. Appl.*, vol. 47, no. 1, p. 292, 2025.
4. D. Guo and A. Wang, "Is vocational education a good alternative to low-performing students in China," *Int. J. Educ. Dev.*, vol. 75, p. 102187, 2020.
5. J. Tobin, Y. Hsueh, and M. Karasawa, *Preschool in Three Cultures Revisited: China, Japan, and the United States*. Chicago, IL: University of Chicago Press, 2009.
6. E. H. Schein, "Culture: The missing concept in organization studies," *Admin. Sci. Q.*, pp. 229–240, 1996.
7. J. J. Tobin, D. Y. Wu, and D. H. Davidson, *Preschool in Three Cultures: Japan, China, and the United States*. New Haven, CT: Yale University Press, 1989.
8. H. C. Hu, "The Chinese concepts of 'face'," *Am. Anthropol.*, vol. 46, no. 1, pp. 45–64, 1944.
9. J. Xiong, "Understanding higher vocational education in China: Vocationalism vs Confucianism," *Front. Educ. China*, vol. 6, no. 4, pp. 495–520, 2011.
10. Y. Cheng and M. Wu, "Navigating Change—The Intersection of Government Policy and Pedagogical Innovation in Chinese Vocational Education," *Adv. Curriculum Des. Educ.*, vol. 1, no. 2, pp. 1–13, 2025.
11. N. Gyimah, "Assessment of Technical and Vocational Education and Training (TVET) on the development of the World's Economy: Perspective of Africa, Asia and Europe," *Asia Eur. J.*, Feb. 19, 2020.
12. B. Jiang, "Research on the application of Chinese traditional culture teaching in higher vocational education," *Educ. Sci.: Theory Pract.*, vol. 22, no. 2, 2022.
13. F. W. Mote, *Imperial China, 900–1800*. Cambridge, MA: Harvard University Press, 2003.
14. M. Cortazzi and L. Jin, "Cultures of learning: Language classrooms in China," in *Society and the Language Classroom*, 1996, pp. 42.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of Publisher and/or the editor(s). Publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.