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Exploration of pathways for integrating China's excellent traditional culture into mental health education in vocational undergraduate universities

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Abstract: Vocational undergraduate education represents a high-level manifestation of China's modern vocational education system. It centers on cultivating high-end technical and skilled professionals who possess both moral integrity and professional competence, with a focus on the synergistic development of students' skill levels, professional literacy, and psychological resilience. Currently, vocational undergraduate programs encompass two types of student cohorts—those admitted through centralized national examinations and those transitioning from associate degree programs to bachelor's degrees—resulting in a diverse structure and significant disparities among these groups. Students often face common psychological challenges, such as confusion regarding their identity status, high pressure from academic and practical training, and uncertainty regarding interpersonal adaptation and career development; these issues exhibit characteristics of being professionalized yet concealed. At present, the mental health education systems in most vocational undergraduate institutions remain incomplete; they often uncritically adopt the educational models of regular universities and Western psychological theories, leading to problems such as homogenized content, a scarcity of local resources, and insufficient alignment with vocational needs, thereby hindering the effective cultivation of positive professional psychological qualities among students. The wisdom embedded in China's excellent traditional culture—particularly its teachings on self-cultivation, mental well-being, and navigating life and establishing one's career—aligns closely with the goals of psychological education and personality development within vocational undergraduate programs, serving as high-quality localized resources tailored to students' psychological growth. This paper, drawing upon the distinctive features of vocational undergraduate education and the psychological challenges faced by students, analyzes the synergistic value and practical obstacles associated with integrating traditional culture into psychological education, and proposes a systematic integrated educational pathway across five dimensions: curriculum, practice, culture, faculty, and institutional mechanisms. This study aims to address the current shortcomings in psychological education within vocational undergraduate programs—specifically, the tendency to emphasize remediation over cultivation, and to prioritize theory over practice. Addressing the challenge of practical implementation, this initiative promotes the localization and distinctive enhancement of psychological education, thereby providing a reference for cultivating high-level professional talents.

Keywords: traditional Chinese culture; vocational education; mental health education; psychological resilience; cultural enrichment; educational pathways

Received: 21 December 2025

Revised: 11 February 2026

Accepted: 23 February 2026

Published: 01 March 2026



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1. Introduction

1.1. Research Background

Recent policy developments affirm vocational undergraduate programs as integral components of China's higher education system, on equal footing with conventional undergraduate pathways [1]. Vocational undergraduate education is designed to align with the evolving talent requirements of advanced industrial sectors, emphasizing the

development of highly competent applied professionals who demonstrate innovation capacity, technical proficiency, and steadfast professional integrity—attributes grounded in practical application and occupational relevance. As industries undergo structural transformation, employer expectations for talent have broadened significantly: beyond technical competence, employers increasingly value psychological adaptability, capacity to manage demanding workloads, collaborative orientation, and dedication to professional growth—rendering psychological well-being a central indicator of educational quality in this domain.

The heterogeneous academic backgrounds of students and the intensive nature of vocational undergraduate training present distinctive psychosocial demands [1]. Students entering through standard admission pathways often hold reservations shaped by longstanding perceptions of academic hierarchy, leading to diminished program affiliation and uncertain vocational identity. Those transitioning from specialized diploma-level studies face sustained academic and developmental pressures; upon enrollment, they must concurrently advance academically, refine technical competencies, prepare for skill-based assessments, and develop employment readiness—resulting in prolonged psychological strain that may manifest as emotional fatigue, uncertainty about future direction, and diminished motivation. The integrated curriculum model—combining theoretical instruction, hands-on practice, competitive skill development, and workplace immersion—exposes learners to repeated procedural challenges, performance-related setbacks, and transitional difficulties in professional settings, which can compound tendencies toward low frustration tolerance, avoidance of complex tasks, and difficulty sustaining focus. Additionally, exposure to varied online discourses has contributed, in some cases, to value ambiguity and interpersonal friction, rendering psychological concerns less visible and more difficult to identify—thereby heightening the need for proactive, context-sensitive psychological support strategies.

Official guidance on student psychological well-being underscores the value of drawing upon China's rich heritage of ethical cultivation and self-development traditions to enrich pedagogical approaches in higher education [1]. Psychological education within vocational undergraduate institutions remains comparatively underdeveloped, with frameworks still largely adapted from general university models and predominantly informed by internationally derived theoretical foundations. Current practices emphasize reactive support mechanisms—including routine psychological screening, individual consultation, and emergency response protocols—while offering limited structured opportunities for cultivating foundational psychological strengths and vocationally aligned personal attributes. Moreover, there is a marked scarcity of pedagogical materials specifically designed to reflect the learning contexts, developmental trajectories, and occupational realities of vocational undergraduate students, limiting both resonance and impact. Time-honored principles embedded in China's traditional scholarly and ethical traditions—particularly those concerning mental equilibrium, character formation, and purposeful career engagement—offer timely conceptual and practical resources that directly address the holistic growth and professional maturation needs of these learners, thereby strengthening the cultural grounding and occupational relevance of psychological education initiatives.

1.2. Research Significance

1.2.1. Theoretical Significance

Current domestic research on psychological education primarily focuses on general undergraduate and higher vocational colleges, while specialized studies targeting emerging vocational undergraduate programs remain relatively scarce. Furthermore, existing research on the integration of traditional culture into psychological education often remains at a superficial level—focusing merely on content insertion without aligning with the high-level and professional characteristics inherent in vocational undergraduate education; consequently, such studies have failed to achieve deep integration among cultural resources, psychological education, and vocational cultivation,

and demonstrate insufficient theoretical coherence. Based on the educational positioning of vocational undergraduate programs and the psychological characteristics of their students, this paper proposes a "Culture + Psychology + Vocational" tripartite educational framework, clarifies the mechanisms underlying their integration and their contemporary value, fills the theoretical gap regarding localized psychological education for vocational undergraduates, and enriches the theoretical system for cultural education in vocational education as well as the integration of the five types of education [2].

1.2.2. Practical Significance

This paper addresses key challenges in the psychological education model for vocational undergraduate programs, including rigid frameworks, homogeneous content, and limited alignment with career development, by developing a practical, integrated educational approach. By fully integrating traditional culture throughout the psychological education process, it moves beyond the overemphasis on remediation at the expense of holistic cultivation and on theoretical instruction at the expense of applied practice. This approach helps alleviate common student concerns—including self-doubt, emotional distress, uncertainty about future careers, and diminished adaptability—while cultivating positive psychological dispositions and robust professional mental qualities [3]. Furthermore, it supports institutions in building distinctive cultural-oriented educational identities, advances coordinated advancement across cultural, psychological, ideological-political, and vocational education domains, fulfills the fundamental mission of moral and intellectual development through education, enhances the quality of high-level technical and skilled talent cultivation, and provides practical impetus for the high-quality development of vocational undergraduate programs.

1.3. *Current Research Status Domestically and Internationally*

1.3.1. Current State of International Research

International mental health education has developed mature frameworks, including positive psychology and cognitive behavioral approaches, emphasizing the cultivation of individual strengths and supporting diverse pedagogical models. Vocational education systems abroad place strong emphasis on enhancing students' psychological readiness for professional life, particularly in building occupational resilience, improving job-role alignment, and fostering professional identity. Cross-cultural studies further indicate that local cultural contexts significantly support mental well-being. However, these frameworks originate primarily from Western sociocultural settings, prioritize functional occupational competencies, and give limited attention to moral character formation and value-oriented guidance—key pillars of vocational education in China. Consequently, they serve best as contextual references rather than directly transferable models.

1.3.2. Current State of Domestic Research

The domestic academic community widely acknowledges the psychological and educational value of traditional culture. Philosophical traditions—including Confucian self-cultivation, Taoist mind-nurturing, and Mohist practical commitment—contribute positively to student character development and cognitive bias correction. Existing research predominantly centers on regular universities, while higher vocational education has seen only preliminary explorations, particularly concerning the spirit of craftsmanship, yielding foundational insights. However, notable gaps persist: dedicated studies on vocational undergraduate programs remain scarce; integration approaches often rely on superficial quotation rather than deep transformation of cultural resources; practical implementation frameworks are fragmented and lack systemic coherence; and educational contexts fail to align professionally with training and internship requirements [4]. To address these limitations, this paper proposes a distinctive integrated educational framework specifically designed for vocational undergraduate education.

1.4. *Research Methods and Innovations*

1.4.1. Research Methods

This study employs three research methods: first, a literature review to examine relevant policies and scholarly works on vocational undergraduate education, traditional cultural education, and mental health education, thereby strengthening the theoretical foundation; second, logical analysis to construct a research framework structured around "theoretical alignment -- practical challenges -- pathway development -- institutional safeguards"; third, empirical synthesis to integrate proven practices for enhancing student well-being through university culture and adapt them to the distinctive characteristics of vocational undergraduate education, ensuring the proposed pathways are both scientifically grounded and practically feasible [5].

1.4.2. Key Innovations of the Study

This study introduces two key innovations: First, a novel perspective that precisely targets emerging institutions offering vocational undergraduate programs, addressing the distinct psychological characteristics of diverse student populations—including those admitted through unified enrollment and those transitioning from associate-to-bachelor programs—by focusing on challenges such as identity adjustment, career orientation development, and resilience cultivation in practical training, thereby enhancing research relevance; second, a systemic innovation that moves beyond fragmented educational approaches by establishing an integrated five-pronged framework encompassing curriculum, practice, culture, faculty, and mechanisms, which thoughtfully incorporates traditional cultural wisdom to support mental well-being, mental health education, and the cultivation of craftsmanship spirit, while harmonizing psychological support, character development, and professional growth in alignment with the realities of vocational undergraduate education.

1.5. Core Concepts and Theoretical Foundations

1.5.1. Definition of Core Concepts

Vocational undergraduate institutions serve as key providers of high-level vocational education, integrating higher education and vocational training. Distinct from conventional undergraduate programs emphasizing academic development and specialized vocational colleges focusing on foundational skills, these institutions prioritize cultivating highly skilled professionals aligned with advanced industrial needs. Their curriculum emphasizes vocational relevance and practical application, aligning with industry-specific job requirements while supporting students' holistic development—including technical competencies, innovation capacity, personal integrity, and psychological well-being. They uphold elevated expectations for students' sustained focus, adaptive coping under pressure, and steadfast professional commitment [4].

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Psychological Education Resources from China's Excellent Traditional Culture

Traditional cultural resources for psychological development encompass philosophical ideas and cultural practices that support cognitive adjustment, personality formation, and professional growth [6]. These include Confucian values such as self-cultivation, benevolence, introspection, and self-restraint; Taoist perspectives on tranquility, equanimity, and broad-mindedness; Mohist ideals of precision and dedication in craftsmanship; as well as time-honored life philosophies and etiquette traditions. These resources offer strong contextual resonance and seamless integration into educational practice, helping to complement the limitations of externally derived psychological

frameworks and better suit the developmental characteristics of contemporary vocational undergraduate students.

Mental Health Education in Vocational Undergraduate Institutions

Mental health education in vocational undergraduate institutions is a comprehensive, developmental initiative designed for all students, systematically integrating psychological development with vocational preparation. Spanning students' entire academic journey—from classroom learning and hands-on training to skill competitions, internships, and career transition—it aims to strengthen self-understanding, emotional balance, adaptability in adversity, collaborative communication, and professional self-concept. It nurtures psychological qualities essential for vocational excellence—such as resilience, attention to detail, and a strong sense of responsibility—laying a robust foundation for lifelong professional growth [7].

1.5.2. Theoretical Basis

The Theory of Cultural Education

Cultural education centers on the principle of "cultivating individuals through culture and nurturing them via cultural values," leveraging the subtle and pervasive influence of culture to shape students' thoughts and mental attitudes—thereby distinguishing it from traditional didactic approaches. Excellent traditional Chinese culture is deeply rooted in local context and aligns with the psychological traits and cognitive logic of the Chinese people; it helps address the limitations of applying Western psychological frameworks without adaptation, shifting psychological education toward fostering students' internal self-awareness and achieving a subtle yet profound educational effect [1].

Positive Psychology Theory

Positive psychology emphasizes the proactive cultivation of positive qualities, emotions, and value orientations, with a focus on unlocking personal potential and strengthening psychological resilience. Core values embedded in traditional culture—including continuous self-cultivation, openness, inclusiveness, and the pursuit of excellence—resonate strongly with positive psychology principles. These values provide a culturally grounded foundation for promoting positive mental health among vocational undergraduate students and support a transition in psychological education from addressing challenges to nurturing growth.

Integration Theory of the Five Educations

The integration of moral, intellectual, physical, aesthetic, and practical education requires dismantling disciplinary silos to achieve synergistic development. Integrating traditional culture into psychological education exemplifies this integrative approach: students cultivate ethical awareness through moral education, deepen understanding through intellectual engagement, build mental fortitude through physical activity, attain emotional balance through aesthetic experience, and reinforce psychological resilience through hands-on practice—collectively enhancing overall quality and supporting holistic development.

2. The Compatibility of Integrating Traditional Culture with Psychological Education and Its Contemporary Value

2.1. Core Content Alignment Analysis

2.1.1. Confucian Theory of Self-Cultivation: Applicable to Self-Recognition Correction and Personality Formation

The philosophy of self-cultivation emphasizes self-reflection, proactive personal growth, and benevolent interpersonal conduct, which aligns closely with the personality development needs of vocational undergraduate students. To address challenges such as imbalanced self-perception, low self-esteem, and difficulties in interpersonal interactions, the principle "I reflect upon myself three times a day" supports students in developing accurate self-awareness and adjusting cognitive patterns; meanwhile, the principles "The benevolent love others" and "Do not impose on others what you yourself do not desire"

foster empathy and mutual respect, thereby enhancing cooperation in group settings and harmonious coexistence in shared living environments, and contributing to the formation of an autonomous, calm, cooperative, and well-rounded personality.

2.1.2. Taoist Wisdom for Life: Adaptation to Emotional Regulation and Stress Management

The Daoist philosophy of tranquility, naturalness, and equanimity in response to honor and disgrace offers a culturally grounded framework for supporting students' psychological well-being under pressure. Vocational undergraduate students commonly experience multifaceted demands—including academic coursework, hands-on training, skill competitions, and career preparation—which may contribute to heightened emotional sensitivity, self-comparison tendencies, and transient feelings of discouragement or fatigue. By emphasizing acceptance of life's inherent variability, cultivating perspective on outcomes, and aligning action with organic rhythms, Daoist principles encourage balanced interpretation of achievement and setbacks, reduce reactive comparison, mitigate distressing emotional responses, and strengthen resilience and adaptive capacity.

2.1.3. The Traditional Craftsman Spirit: Aligning with Vocational Psychological Cultivation and Resilience Development

The craftsman spirit—characterized by a relentless pursuit of excellence, unwavering dedication, integrity, and openness to innovation—aligns closely with the goal of cultivating high-level skilled professionals through vocational undergraduate education [8]. Some students currently experience challenges including impatience in academic learning, hesitation toward hands-on training, limited depth in technical inquiry, and uncertainty about career direction. Historical exemplars of craftsmanship—devoting sustained effort to skill refinement, persisting through complex difficulties, and striving for precision and quality—can inspire students to move beyond short-term outcomes, engage deeply with professional knowledge and practice, respond constructively to setbacks encountered in applied learning and skill competitions, and develop enduring attributes such as concentration, perseverance, meticulousness, and professional commitment.

2.1.4. Traditional Life Philosophy: Aligning with Life Understanding and Guiding Values

The life philosophy of traditional culture—'constant self-improvement and embracing all things through profound virtue'—embodies enduring wisdom for personal development and perseverance. In response to challenges such as life uncertainty, spiritual emptiness, diminished stress resilience, and weakened responsibility awareness among some students, its core tenets—tempering the self through growth, pursuing long-term aspirations, and cultivating character through virtue—can guide students to affirm the value of life, confront difficulties proactively, strive for continuous progress, develop constructive life ideals, and strengthen their sense of meaning and psychological resilience in adversity [7, 9].

2.2. *Era Value*

The contemporary significance of this integrated education approach manifests in four key aspects: First, it moves beyond homogenized educational frameworks rooted in Western theories to establish a localized, distinctive vocational undergraduate psychological education model; Second, it addresses students' cognitive biases and guides them through negative emotions, fostering professional psychological qualities—including resilience, focus, and accountability—essential for high-level positions; Third, it strengthens coordinated educational efforts to advance the fundamental mission of moral cultivation through education and nurture high-caliber talents embodying both ethical integrity and technical proficiency; Fourth, it supports the innovative reinterpretation and application of traditional culture to enhance young students' cultural confidence.

3. The Current State of Education and the Practical Challenges in Integrating Traditional Culture

3.1. Current Status of Psychological Education in Vocational Undergraduate Programs

Psychological education in vocational undergraduate programs currently faces several challenges: first, the pedagogical approach remains inflexible, largely replicating models and theoretical frameworks from conventional universities and Western contexts without sufficient adaptation to vocational students' professional realities or local educational needs, thereby limiting its effectiveness in addressing context-specific psychological concerns such as skill acquisition difficulties and career path ambiguity; second, the emphasis leans heavily toward remediation rather than holistic character cultivation, attending primarily to symptomatic issues without systematically strengthening students' psychological resilience and self-regulation capacities; third, integration of traditional culture remains shallow—often confined to tokenistic references—rather than drawing deeply on culturally rooted resources to support mental well-being and cultivate craftsmanship-oriented values, thus underutilizing culture's potential to enrich students' inner development.

3.2. The Practical Challenges in Integrating Traditional Culture

3.2.1. There Are Deviations in the Educational Philosophy, and Integration Awareness Remains Inadequate

Deviation in educational philosophy constitutes a primary obstacle to the integration of traditional culture into education. Many university faculty members confine traditional culture exclusively to ideological and moral education, neglecting its potential contributions to psychological well-being and holistic personality development; moreover, integrated education is often reduced to rote recitation and didactic lecturing, resulting in superficial implementation. Concurrently, exposure to diverse online cultural content has weakened some students' identification with traditional culture and diminished their willingness to engage with it, while insufficient two-way interaction between educators and learners further compromises pedagogical effectiveness.

3.2.2. The Curriculum System Is Fragmented and Severely Lacks Adaptability

Current educational institutions lack integrated curriculum systems and school-specific textbooks designed for vocational undergraduate programs. Psychology textbooks largely draw upon Western theoretical frameworks, with limited integration of culturally grounded resources. Traditional cultural content introduced in classrooms remains fragmented and unsystematic, failing to constitute a coherent modular structure aligned with students' psychological development and career-oriented competencies. Essential vocational attributes—such as professional resilience and occupational adaptability—are underrepresented, impeding the deep integration of cultural, psychological, and vocational education. As a result, courses exhibit insufficient focus and systemic coherence in supporting holistic student development.

3.2.3. Insufficient Practical Platforms Result in Weak Effectiveness of Immersive Education

Educational practice platforms supporting holistic development remain limited in both quantity and diversity, largely relying on static formats such as lectures, essay contests, and themed class meetings, with insufficient provision of immersive, experiential learning environments that promote deep student engagement [10]. The practical content often fails to resonate with students' developmental characteristics and future-oriented aspirations, limiting its capacity to support emotional well-being and clarify academic and career pathways. Moreover, dedicated cultural and psychological practice spaces—both within and beyond campus—are underdeveloped, and high-quality resources—including intangible cultural heritage and skilled practitioners—are not systematically integrated, impeding the formation of a coherent, sustained, and interdisciplinary educational framework.

3.2.4. There Is a Shortage of Qualified Composite Faculty Members, and Their Professional Capacity for Student Development Remains Insufficient

Educational institutions face a notable shortage of interdisciplinary faculty: full-time psychology teachers possess strong professional expertise but limited literacy in traditional culture, constraining their ability to integrate cultural education resources effectively; meanwhile, ideological and political education teachers and subject-matter instructors hold solid cultural and disciplinary foundations yet lack systematic training in psychological education and counseling methodologies. Moreover, the absence of sustained interdisciplinary training initiatives and robust teaching-research collaboration mechanisms has impeded faculty capacity development, limiting progress in advancing integrated education quality [11].

3.2.5. Lack of Long-Term Mechanisms Leads to Fragmented Educational Efforts

Most vocational undergraduate colleges have not established a systematic and integrated educational cultivation mechanism; significant barriers to collaborative education persist across schools, departments, and administrative units, with insufficient coordination among them. Performance evaluation, incentive, resource allocation, and outcome assessment mechanisms remain underdeveloped; faculty motivation for educational engagement is low, and support in terms of dedicated funding and physical infrastructure is limited. Moreover, a closed-loop optimization system for monitoring students' psychological dynamics and evaluating the effectiveness of educational initiatives is absent, resulting in fragmented and short-term educational approaches that face challenges in achieving sustained implementation.

4. Practical Approaches to Integrating Traditional Culture into Psychological Education

4.1. Establish a Modular Integrated Curriculum System to Strengthen the Classroom as the Primary Educational Setting

Building upon the distinctive educational characteristics of vocational undergraduate programs, the modular integrated curriculum system is being restructured [12, 13]. First, interdisciplinary teams are developing school-based teaching materials that incorporate modules on self-cultivation and mental wellness, craftsmanship-driven career development, and ethical conduct in social interactions—integrating practical training, competition activities, and employment scenarios; second, a multi-dimensional curriculum framework comprising "compulsory courses + elective courses + micro-lectures" is being implemented, embedding culturally relevant content across academic years to align professional instruction with the culture of craftsmanship; third, instruction is shifting from didactic delivery toward interactive methods—including case studies, scenario simulations, and reflective engagement with classical texts—to support knowledge internalization and reinforce the classroom as the primary educational platform.

4.2. Building an Immersive Practical System to Activate the Power of Culture in Nurturing the Heart

Leveraging the strengths of vocational education in practical instruction, an immersive cultural enrichment practice system is being developed. Aligned with key developmental stages of students, regularly scheduled activities—including craftsmanship-themed lectures, classical poetry recitations, and psychological scenario-based role-plays—are implemented. Targeted group guidance sessions address common challenges such as pre-examination stress, difficulties encountered during skill training, and career decision-making. Drawing on professional expertise, Intangible Cultural Heritage handicraft workshops have been established to support emotional regulation and resilience development through experiential learning. In addition, partnerships with local intangible cultural heritage demonstration bases, master artisan studios, and exemplary enterprises have enabled the creation of off-campus practice platforms, where

social engagement contributes to the cultivation of professional identity and psychological adaptability.

4.3. Creating a Multi-Dimensional Campus Atmosphere to Achieve Immersive Educational Experiences

To build a comprehensive campus environment conducive to holistic education, distinctive physical educational spaces will be developed—including a Craftsmanship Culture Corridor, mindfulness-themed visual displays, and an ancient-style therapeutic counseling room; campus new media platforms and the radio station will regularly disseminate knowledge on mental well-being and exemplary stories of skilled practitioners; and culturally rich and physically engaging activities will be integrated into the Campus Cultural Festival. Concurrently, the one-stop student community initiative will be strengthened through cultural and psychological support stations, reading corners, peer-led counseling sessions, and hands-on crafting workshops—collectively cultivating a positive, harmonious, and deeply immersive educational atmosphere.

4.4. Building a Multidisciplinary Faculty Team to Strengthen the Foundation for Education

Disciplinary boundaries are systematically dismantled to foster a multidisciplinary faculty team; two-way specialized training programs are implemented to enhance cultural translation competencies among psychological educators and strengthen the psychological education capacities of ideological and political educators as well as subject-matter faculty; interdisciplinary teaching and research teams are established to coordinate curriculum design, case development, and pedagogical seminars; faculty are encouraged to advance scholarship in integrated education, integrate scientific research outcomes into instructional practice, and continuously improve professional educational standards.

4.5. Strengthening Long-Term Educational Mechanisms to Ensure Effective Implementation and Tangible Results of the Work

Strengthen the closed-loop long-term educational mechanism by establishing a collaborative framework coordinated by the Party Committee and involving multiple departments to eliminate fragmentation in educational delivery. Refine teacher performance evaluation and incentive mechanisms, and implement a process-oriented student assessment system that moves beyond exclusive reliance on outcome-based metrics [14, 15]. Enhance investment in specialized resources to support an integrated closed-loop system covering student psychological status monitoring, educational effectiveness evaluation, and dynamic pathway optimization, thereby continuously improving the quality and impact of integrated education.

5. Conclusion

Mental health education serves as a crucial cornerstone for cultivating high-level talents in vocational undergraduate programs. Principles drawn from China's excellent traditional culture—including self-cultivation, mental well-being, and wisdom for career establishment and social engagement—align with the psychological development patterns of vocational undergraduate students and their professionalization-oriented educational needs. As such, they constitute high-quality, localized resources for addressing current challenges of homogenization and inefficiency in psychological education. This paper proposes a "Five-in-One" integrated education system that effectively alleviates students' psychological difficulties, fosters positive mindsets and exemplary professional qualities, and supports holistic development toward both moral integrity and professional competence. Moving forward, vocational undergraduate institutions should continue optimizing integration pathways, innovating educational platforms, and refining support mechanisms to strengthen psychological education through culturally grounded approaches—thereby laying a solid psychological foundation for the high-quality development of modern vocational education.

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