

# Traditional Cultural Resources and Humanistic Quality Education in Higher Vocational Colleges

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## ABSTRACT

This study explores the integration path of traditional cultural resources into humanistic quality education in higher vocational colleges, aiming to address the current predicament of insufficient humanistic cultivation among vocational students. Based on the theoretical foundation of cultural inheritance theory and quality-oriented education theory, this paper adopts a mixed research method combining literature review, questionnaire survey (among 300 students and 50 teachers from 3 vocational colleges in Jiangsu Province) and case analysis. The research finds that traditional cultural resources (e.g., classical ethics, traditional art, life wisdom) have significant positive effects on improving students' moral sentiment, cultural identity and social responsibility. However, the integration process is faced with problems such as weak awareness of cultural value, single integration mode and lack of professional teaching resources. Finally, the paper proposes targeted strategies including constructing a systematic curriculum system, developing practical teaching activities and building a campus cultural atmosphere, so as to provide theoretical reference and practical guidance for promoting the all-round development of vocational college students.

## KEYWORDS

Traditional cultural resources; Humanistic quality education; Cultural inheritance theory

## 1 Introduction

### 1.1 Research Background

In recent years, the Chinese government has attached great importance to the inheritance and development of excellent traditional culture. The "Opinions on Implementing the Project of Inheriting and Developing Excellent Traditional Chinese Culture" clearly identifies education as a core carrier for cultural inheritance, requiring higher education institutions to integrate traditional cultural resources into the whole process of talent training. As a key part of higher education, vocational education undertakes the mission of cultivating technical and skilled talents, but long-term development has led to a tendency of "valuing skills over quality" —overemphasizing professional training while neglecting humanistic cultivation. A survey shows that some vocational college students face issues such as weak cultural identity, insufficient moral norms, impetuous mentality and lack of social responsibility, which hinder their comprehensive development and long-term employment competitiveness.

Traditional cultural resources, accumulated over thousands of years of Chinese civilization, contain profound humanistic connotations. Confucian "benevolence, righteousness, propriety, wisdom and faith", Taoist "harmony between man and nature", and traditional art forms such as calligraphy and folk music all play unique roles in shaping moral character, cultivating spiritual realm and enhancing cultural identity. These resources provide a solid foundation for addressing the predicament of humanistic quality education in vocational colleges.

### 1.2 Research Significance

#### 1.2.1 Theoretical Significance

This study enriches the research system of traditional culture and vocational education integration. Most existing domestic studies focus on general higher education, while in-depth research on vocational colleges is scarce. By exploring the value and path of traditional cultural resources in promoting humanistic quality education, this paper expands the application scope of cultural education theory and quality-oriented education theory in vocational education, providing a new theoretical perspective for vocational education reform.

#### 1.2.2 Practical Significance

For vocational colleges, this study offers operable paths and practical cases to break the "skill-centric" bottleneck and improve talent training quality. For students, integrating traditional cultural resources can effectively enhance their moral sentiment, cultural literacy and spiritual realm, strengthening cultural confidence and social adaptability for long-term career development. Additionally, it promotes the inheritance of excellent traditional Chinese culture and enhances national cultural soft power.

### 1.3 Literature Review

#### 1.3.1 Foreign Research Status

Foreign scholars have conducted in-depth research on humanistic education in vocational education. Germany's dual-system education emphasizes social competence and professional ethics alongside skills, while American vocational education advocates "liberal vocational education" integrating general and vocational education. Foreign studies on traditional culture in education focus on local cultural resources and school education integration, emphasizing cultural inheritance in shaping identity. However, due to cultural and institutional differences, these results cannot be directly applied to China's context, and targeted research on Chinese traditional cultural resources and vocational college humanistic education is lacking.

#### 1.3.2 Domestic Research Status

Domestic research on traditional culture and higher education integration has achieved certain results, with scholars exploring paths for general higher education from curriculum, campus culture and teaching reform perspectives. In vocational education, relevant studies mainly focus on the preliminary discussion of traditional culture's importance for students' quality improvement, with some colleges piloting traditional culture courses and activities. However, deficiencies remain: insufficient in-depth research on integration mechanisms, lack of empirical support from front-line practice, and overly general integration paths lacking pertinence for vocational colleges.

#### 1.3.3 Research Gaps

Existing research has obvious gaps in the systematic integration of traditional cultural resources and vocational college humanistic quality education, with insufficient empirical support and in-depth analysis of practical effects. This study aims to fill this gap through mixed research methods, exploring effective integration paths to provide theoretical and practical support.

### 1.4 Research Objectives and Questions

#### 1.4.1 Research Objectives

- (1) Clarify the core components of traditional cultural resources applicable to vocational college humanistic quality education;
- (2) Investigate the current status, problems and stakeholder cognition of traditional culture integration;
- (3) Explore the practical value of traditional cultural resources in improving students' humanistic quality;
- (4) Construct a scientific and operable integration mechanism.

#### 1.4.2 Research Questions

- (1) What is the current status and main problems of humanistic quality education in vocational colleges, and what are the cognitive characteristics of teachers and students towards traditional culture integration?
- (2) What are the core components of applicable traditional cultural resources and their specific values for students' moral quality, cultural identity and spiritual realm?
- (3) How to construct a systematic integration mechanism including curriculum, teaching methods, activities and guarantee systems?

### 1.5 Research Methods and Structure

#### 1.5.1 Research Methods

Literature review: Sorting out theories, policies and research results in traditional culture, vocational education and humanistic quality education;

Questionnaire survey: 300 students and 50 teachers from 3 Jiangsu vocational colleges (covering manufacturing and service industries) were surveyed. 286 valid student questionnaires (95.3% recovery rate) and 47 valid teacher questionnaires (94.0% recovery rate) were collected;

Case analysis: In-depth interviews and data collection with 2 typical vocational colleges (manufacturing and service-oriented) to summarize replicable experience.

#### 1.5.2 Research Structure

This paper is divided into 7 parts: Introduction → Theoretical Foundation → Current Status and Problems → Promotion Value → Practical Paths → Case Analysis → Conclusion and Prospect.

## 2 Theoretical Foundation

### 2.1 Core Concepts Definition

#### 2.1.1 Traditional Cultural Resources

Refers to material and spiritual wealth inherited from Chinese civilization with educational value, including three core

components: ethical concepts (Confucian "benevolence, righteousness, propriety, wisdom and faith", Taoist "harmony between man and nature"), traditional art (calligraphy, painting, folk art, crafts) and life wisdom ("self-cultivation and world governance", "forgiving others with sincerity").

### 2.1.2 Humanistic Quality Education in Higher Vocational Colleges

People-oriented education compatible with professional skills training, focusing on four core connotations: cultural accomplishment (traditional cultural knowledge and cultural identity), moral quality (values, social responsibility, professional ethics), spiritual realm (positive attitude towards life, sound personality) and social adaptation ability (interpersonal communication, team cooperation).

## 2.2 Supporting Theories

### 2.2.1 Cultural Inheritance Theory

Holds that education is the primary carrier of cultural inheritance. Traditional cultural values and norms can be internalized into individual behaviors through educational practice, realizing cultural inheritance while cultivating students' humanistic quality.

### 2.2.2 Quality-Oriented Education Theory

Emphasizes the all-round development of people, advocating the unity of professional skills and humanistic quality in vocational education. It provides a theoretical basis for vocational colleges to attach importance to humanistic quality education and integrate traditional cultural resources.

### 2.2.3 Constructivist Learning Theory

Argues that learning is an active knowledge construction process through environmental interaction. It provides methodological support for designing practical teaching activities, guiding students to deeply understand traditional culture through experience and interaction.

## 3 Current Status and Problems of Humanistic Quality Education in Higher Vocational Colleges

### 3.1 Current Status Investigation

#### 3.1.1 Students' Humanistic Quality and Cognition of Traditional Culture

Survey results show that vocational college students' humanistic quality is generally medium, with obvious deficiencies. In cultural literacy: only 32.2% are "familiar with traditional classics", 28.7% can accurately explain core ethical concepts such as "benevolence". In moral behavior: 36.7% admit to uncivilized behaviors such as littering. In cultural participation: only 25.2% have participated in traditional cultural activities.

In terms of cognition: 78.3% recognize traditional culture's value, but 65.4% consider it "far from daily life", and 58.7% hope for "interesting and practical learning methods", indicating a lack of effective contact channels.

#### 3.1.2 Teachers' Recognition and Practice of Traditional Culture Integration

85.1% of teachers believe integrating traditional culture improves students' humanistic quality, and 79.1% support setting up related courses. However, only 31.9% "often integrate" traditional culture into teaching; main obstacles include "lack of professional knowledge" (63.8%), "insufficient teaching resources" (57.4%) and "unclear integration methods" (53.2%).

#### 3.1.3 Existing Practice of Humanistic Quality Education

Most vocational colleges have carried out preliminary practices, but forms are single and unsystematic: optional courses such as "Introduction to Traditional Culture" are marginalized with few class hours; traditional cultural activities (e. g., festival celebrations) are intermittent; campus cultural atmosphere with traditional elements is lacking in most colleges.

## 3.2 Key Problems

### 3.2.1 Cognitive Deviation: Insufficient Attention

Vocational colleges, teachers and students have cognitive deviations: colleges prioritize professional skills over humanistic education; teachers regard humanistic education as "ideological and political teachers' responsibility"; students believe "skills are sufficient for employment", leading to passive participation.

### 3.2.2 Resource Deficiency: Lack of Systematic Development

Curriculum resources: Lack of targeted teaching materials for vocational students, with existing materials overly theoretical;

Teacher resources: Shortage of professionals with both traditional cultural literacy and vocational education experience;

External cooperation: Insufficient utilization of cultural institutions' resources such as museums and craft workshops.

### 3.2.3 Single Teaching Mode: Lack of Innovation

Teaching mainly relies on classroom lectures, lacking interaction and connection with professional practice. Traditional cultural elements such as "craftsman spirit" are not effectively embedded into professional courses, leading to disjointed skill training and humanistic education.

### 3.2.4 Imperfect Guarantee Mechanism

Lack of special policies for traditional culture integration; insufficient funding investment; humanistic quality not included in core evaluation indicators, restricting in-depth development.

## 4 The Value of Traditional Cultural Resources in Promoting Humanistic Quality Education

### 4.1 Shaping Moral Quality and Cultivating Professional Ethics

Traditional ethical concepts such as "benevolence and righteousness" and "integrity" help cultivate students' social responsibility and professional ethics. A manufacturing vocational college integrated traditional etiquette into teaching: after one semester, 82.5% of students reported improved interpersonal relationships, and enterprise satisfaction with graduates increased by 15%.

### 4.2 Enhancing Cultural Identity and Cultivating National Self-Confidence

Traditional cultural resources such as historical stories and national art enhance students' cultural identity. Survey data shows: among students participating in traditional cultural activities more than 3 times, 86.7% are "proud of Chinese traditional culture" (vs. 53.2% of non-participants), and 78.3% are "willing to inherit it" (vs. 45.8% of non-participants).

### 4.3 Cultivating Spiritual Realm and Relieving Growth Anxiety

Taoist "harmony between man and nature" and Confucian "self-cultivation" help relieve students' academic and employment anxiety. A survey of workshop participants showed 73.5% reported reduced anxiety, and 68.2% established a more positive attitude towards life.

### 4.4 Promoting Comprehensive Development and Enhancing Employment Competitiveness

Enterprises increasingly value comprehensive quality such as moral character and communication skills. Graduates with high humanistic quality have an average employment rate of 92.3% (8.5% higher than the average) and an average monthly salary of 3860 yuan (520 yuan higher than the average), showing traditional culture's role in enhancing employment competitiveness.

## 5 Practical Paths for Integrating Traditional Cultural Resources into Humanistic Quality Education in Higher Vocational Colleges

### 5.1 Construct a Systematic Curriculum System

#### 5.1.1 Set Up Compulsory Courses

Offer "Introduction to Excellent Traditional Chinese Culture" (36-48 class hours) for all students, covering traditional ethics, cultural history and art. Adhere to "theory-practice integration", combining professional characteristics to discuss the application of "integrity" and "responsibility" in professional work.

#### 5.1.2 Offer Optional Courses

Set up optional courses such as "Traditional Calligraphy", "Folk Music Appreciation" and "Classic Reading", adopting flexible teaching modes (small-class, workshop, online-offline mixed) and implementing a credit system to encourage participation.

#### 5.1.3 Integrate with Professional Courses

Embed traditional cultural elements into professional teaching:

Manufacturing majors: Integrate "craftsman spirit" to emphasize precision;

Service majors: Integrate "etiquette culture" to cultivate service awareness;

Financial majors: Integrate "integrity culture" to emphasize professional ethics.

### 5.2 Develop Diversified Practical Activities

#### 5.2.1 Organize Campus Cultural Activities

Establish a normalized mechanism: hold traditional cultural festivals (Mid-Autumn Festival Poetry Gala, Dragon Boat Festival Zongzi Making), cultural competitions (recitation, calligraphy) and invite experts to give lectures on traditional culture.

#### 5.2.2 Carry Out Off-Campus Practice Activities

Cooperate with museums, cultural heritage sites and craft workshops to build off-campus practice bases. Organize

students to visit cultural sites, learn traditional crafts (paper-cutting, embroidery) and participate in cultural protection volunteer services.

### 5.2.3 Build an Online Practice Platform

Develop MOOCs and micro-courses on traditional culture; carry out online activities such as cultural knowledge competitions and calligraphy exhibitions; build an online communication platform for students to share learning experiences.

## 5.3 Build a Strong Campus Cultural Atmosphere

### 5.3.1 Strengthen Environmental Construction

Integrate traditional elements into campus environment: build cultural corridors and exhibition halls; set up classic quote signs; create traditional garden landscapes to realize immersive cultural edification.

### 5.3.2 Support Student Cultural Associations

Support traditional music, calligraphy and classic reading clubs, providing funding, venues and professional guidance. Encourage regular activities such as weekly calligraphy training and monthly reading sharing meetings.

### 5.3.3 Play the Demonstration Role of Teachers

Strengthen teachers' traditional cultural literacy training; encourage teachers to integrate "modesty and courtesy" into daily words and deeds; promote the integration of traditional culture into classroom teaching and student management.

## 5.4 Improve the Guarantee Mechanism

### 5.4.1 Strengthen the Construction of Teacher Teams

- Introduce professional teachers with traditional cultural backgrounds;
- Conduct in-service training for existing teachers (seminars, workshops);
- Invite craft inheritors and cultural experts as part-time teachers.

### 5.4.2 Strengthen Resource Development and Integration

- Compile targeted teaching materials combining vocational characteristics;
- Build a traditional cultural resource library (classic works, videos, craft demonstrations);
- Cooperate with cultural institutions to share resources and build practice bases.

### 5.4.3 Improve Institutional and Policy Support

- Include traditional culture integration into the college's overall development plan;
- Establish a sound curriculum management system;
- Set up a special fund for traditional culture education.

### 5.4.4 Establish a Scientific Evaluation System

- Include humanistic quality (cultural literacy, moral behavior, activity participation) into student comprehensive evaluation;
- Establish a teaching evaluation system for traditional culture courses;
- Regularly evaluate integration effects and optimize paths dynamically.

## 6 Case Analysis

### 6.1 Case Introduction

Two typical vocational colleges in Jiangsu Province are selected:  
 College A (manufacturing-oriented): 8,000 students, majors including mechanical manufacturing;  
 College B (service-oriented): 6,500 students, majors including hotel management.  
 Both have carried out traditional culture integration practice for over two years.

### 6.2 Specific Practices

#### 6.2.1 College A (Manufacturing-Oriented)

- Curriculum: Compulsory "Introduction to Traditional Culture", optional "Craftsman Spirit and Professional Ethics"; integrate "craftsman spirit" into mechanical manufacturing courses;
- Activities: Annual "Craftsman Culture Festival", visits to traditional craft workshops, calligraphy and reading clubs;
- Campus culture: "Craftsman Culture Corridor", classic quote signs in workshops;
- Guarantee: 2 professional teachers introduced, 50 teachers trained, 100,000 yuan annual special fund.

### 6.2.2 College B (Service-Oriented)

Curriculum: Compulsory "Traditional Etiquette and Service Culture", optional "Folk Art Appreciation"; integrate "etiquette culture" into hotel management courses;

Activities: Festival "Traditional Cultural Festival", museum volunteer services, etiquette training camps;

Campus culture: "Traditional Culture Exhibition Hall", traditional garden landscapes;

Guarantee: 3 part-time teachers from cultural institutions, cooperation with 2 museums and 1 craft workshop.

## 6.3 Practical Effects and Experience Summary

### 6.3.1 Practical Effects

Student quality: 85.6% of College A students have a deeper understanding of "craftsman spirit"; 82.4% of College B students report improved communication skills;

Employment: College A's graduate employment rate increased from 86.2% to 93.5%, enterprise satisfaction from 78.5% to 89.3%; College B's employment rate increased from 88.7% to 94.2%, enterprise satisfaction from 80.2% to 90.5%.

### 6.3.2 Experience Summary

Combine professional characteristics for targeted integration;

Complement curriculum with practical activities to improve participation;

Strengthen teacher training and external resource development;

Establish sound policies, funding and evaluation mechanisms.

### 6.3.3 Deficiencies and Optimization Suggestions

Deficiencies: Superficial integration with professional courses, imperfect humanistic quality evaluation indicators, insufficient online resources;

Suggestions: Compile targeted teaching cases, improve operable evaluation indicators, develop more online courses.

## 7 Conclusion and Prospect

### 7.1 Research Conclusions

(1) Traditional cultural resources have important practical value for improving vocational students' humanistic quality, including shaping moral character, enhancing cultural identity, cultivating spiritual realm and promoting comprehensive development;

(2) Current integration faces problems such as cognitive deviation, resource deficiency, single teaching mode and imperfect guarantee mechanism;

(3) Effective integration paths include curriculum system construction, diversified practical activities, campus cultural atmosphere building and guarantee mechanism improvement;

(4) Case studies confirm that targeted integration (combining professional characteristics, curriculum-activity synergy, resource support) can significantly improve students' humanistic quality and employment competitiveness.

### 7.2 Research Limitations

(1) Survey samples are limited to 3 Jiangsu vocational colleges, lacking regional representativeness;

(2) Focus on short-term integration effects, lacking long-term tracking of students' career development;

(3) Insufficient research on integration with emerging technologies such as AI and virtual reality.

### 7.3 Future Prospect

Future research should expand the sample scope to improve result universality; strengthen long-term tracking of integration effects; explore innovative methods such as virtual cultural experience by combining traditional cultural resources with emerging technologies. It is expected to build a characteristic humanistic quality education model for vocational colleges, supporting high-quality technical and skilled talent cultivation and traditional culture inheritance.

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