

# Research on the Path of Integrating Excellent Traditional Chinese Culture into Labor Education Courses in Higher Vocational Colleges

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**Abstract:** This article analyzes the current situation of labor education courses in vocational colleges, and combines the connotation and characteristics of excellent traditional Chinese culture to propose practical paths including curriculum design, teaching methods, and reform suggestions for teaching staff. The purpose is to effectively integrate Chinese traditional culture into labor education courses in vocational colleges, and verify its effectiveness through empirical research. The research results indicate that integrating excellent traditional Chinese culture into vocational college labor education courses can enrich course content, enhance students' interest in learning, and cultivate students' patriotism and labor spirit, which is of great significance for improving the comprehensive quality of vocational college students.

**Keywords:** Traditional Culture; Vocational Colleges; Labor Education

## 1. Introduction

### 1.1 Research Background and Significance

Higher vocational education is an important battlefield for cultivating talents. In the context of the new era, the excellent traditional Chinese culture is of great significance for enhancing the comprehensive quality of vocational school students and strengthening cultural confidence. However, there are some issues that cannot be ignored in current higher vocational education, such as emphasizing skill training over spiritual cultivation, and neglecting the cultivation of students' humanistic and moral qualities. The spiritual qualities of diligence, dedication, and integrity in excellent traditional Chinese culture can

establish correct labor concepts and value orientation for students, enhance their sense of responsibility and mission, and thus improve the overall effectiveness of vocational education. At the same time, the excellent qualities of craftsmanship and model worker spirit in Chinese traditional culture can stimulate students' innovative consciousness and ability, cultivate compound talents with high quality and skills, and promote the innovative development of traditional culture.

### 1.2 Research Status at Home and Abroad

Domestic scholars focus on the application of labor education courses in higher vocational education. Some scholars are committed to developing labor education textbooks with traditional cultural characteristics and setting up labor practice projects related to traditional culture. Some scholars focus on the innovation of teaching methods and models. Emphasis should be placed on the combination of theory and practice, allowing students to experience traditional culture in labor settings. There is relatively little research on vocational education systems abroad. Foreign scholars mainly enhance students' understanding and identification with traditional culture through offering courses on traditional culture and organizing cultural activities. Foreign vocational education systems focus on cultivating students' practical abilities and professional qualities, emphasizing the close integration of vocational education and labor education.

### 1.3 Research Contents and Methods

The research content of this article is about the integration of excellent traditional Chinese culture into vocational labor education courses. Explore how to organically integrate these elements into the teaching content of labor

education courses, forming a curriculum system with traditional cultural characteristics. Next is the teaching objectives that labor education courses should achieve, exploring teaching models suitable for vocational college students to enhance their learning experience and participation. This article adopts the literature research method to investigate the current situation, trends, and successful cases of integrating excellent traditional Chinese culture into vocational education. Then, through case analysis, select successful cases and extract valuable experiences for reference.

## **2. The Connotation and Characteristics of Excellent Traditional Chinese Culture**

### **2.1 The Definition and Connotation of Excellent Traditional Chinese Culture**

Chinese excellent traditional culture refers to the essence of ancient Chinese civilization and the cultural heritage of tradition, covering various aspects such as history, philosophy, literature, art, morality, law, etc. It is the spiritual home of the Chinese nation. China's excellent traditional culture has a long and rich history, carrying the historical memory and cultural genes of the Chinese nation for thousands of years[1]. Chinese excellent traditional culture emphasizes humanistic care, focuses on harmonious relationships between people, and individual spiritual pursuits. It advocates moral norms such as "benevolence, righteousness, propriety, wisdom, and trustworthiness", encourages people to cultivate themselves, govern their families, and maintain peace in the world, and pursue inner peace and harmony. Chinese excellent traditional culture also has outstanding achievements in the field of art. Chinese excellent traditional culture emphasizes the influence of individual moral cultivation on society and the country. It advocates the concept of "self-cultivation, family harmony, governance, and peace of the world", and at the same time, these ideas also reflect the Chinese nation's pursuit and longing for social justice and harmonious development.

### **2.2 The Characteristics and Value of Excellent Traditional Chinese Culture**

China's excellent traditional culture has a profound historical origin and rich connotations; And it emphasizes practice and

the unity of knowledge and action; It also has inclusiveness and can absorb excellent elements of foreign culture. Excellent traditional Chinese culture has unique value, which can improve national quality and promote good social harmony.

### **2.3 The Significance of Excellent Traditional Chinese Culture in Modern Society**

The excellent traditional culture of China enables every Chinese person to feel their blood ties with the nation, thereby enhancing their sense of national identity and cohesion. Traditional culture provides rich moral resources and governance wisdom for modern society. They contribute to building a harmonious society, promoting harmonious coexistence between people, and advancing social justice and progress. Chinese traditional culture enriches people's spiritual life. They allow people to find solace in their busy lives and feel the influence of culture. Traditional culture is an important source of cultural innovation. In modern society, by exploring and innovating traditional culture, new cultural products and industrial forms can be born, injecting new vitality into economic development[2,3].

## **3. Current Situation Analysis of Labor Education Courses in Higher Vocational Colleges**

### **3.1 The Development Process of Labor Education Courses in Higher Vocational Colleges**

The development of labor education courses in vocational colleges involves many aspects [4-6]. Changzhou Mechanical and Electrical Vocational and Technical College first clarified the objectives and positioning of the labor education curriculum when developing it. The college integrates labor quality, craftsmanship spirit, and professional spirit into the school's talent training objectives, professional talent training objectives, and curriculum objectives, forming a unified labor education objective system at three levels. After clarifying the course objectives, the college began to construct a labor education curriculum system. In terms of compulsory courses, the college has established the compulsory course of "Labor Education" and

designed teaching content. In terms of cross elective courses, in each of the 1-4 semesters, combined with professional and employment related content, as well as some labor education themed education lectures.

To ensure the effective implementation of labor education, the college also adopts a coordinated arrangement for students to undergo a two-week job experience internship in school enterprise cooperative enterprises. Combining labor week with vocational skills competitions, organizing project-based or course based professional labor skills competitions, has improved students' practical and innovative abilities.

### **3.2 Existing problems of current labor education courses in higher vocational colleges**

The traditional labor education curriculum in vocational colleges often has limitations and singularity, with thin content that makes it difficult to inspire deep resonance among students. In terms of teaching methods, some vocational colleges still use traditional lecture style teaching, lacking exploratory and interactive new teaching models. Difficulty in stimulating students' active learning interest leads to a dull classroom atmosphere and poor teaching effectiveness. Currently, there is a relative shortage of teachers in vocational colleges who are proficient in both labor education and excellent traditional Chinese culture. In addition, many vocational colleges have insufficient or superficial labor education practices, making it difficult to truly exercise students' labor skills and cultivate their spirit of respecting and loving labor[7].

### **3.3 Analysis of the Causes of the Problems**

The deep-rooted traditional educational concepts have to some extent constrained the pace of educational reform. In terms of teaching staff and resources, there is a lack of teachers who integrate traditional culture with modern labor education concepts, making it difficult to achieve the ideal state of curriculum design and implementation. Meanwhile, the lack of teaching resources, practical bases, and teaching materials also limits the richness and practicality of course content. In the fast-paced and highly competitive social context, students may be more inclined to invest their energy in

seemingly more "practical" professional courses, ignoring the certain attitude of labor education courses. Not only does it weaken students' interest in labor education, but it also affects the effectiveness of curriculum teaching.

## **4. Paths of Integrating Excellent Traditional Chinese Culture into Labor Education Courses in Higher Vocational Colleges**

### **4.1 Integration Path in Curriculum Setting**

In terms of curriculum design for labor education, activities such as traditional handicraft production and agricultural cultural experience are embedded in the curriculum. Design labor education courses that integrate traditional culture based on the characteristics of each major, so that students can simultaneously appreciate traditional culture in their professional learning. Make full use of regional cultural resources, offer characteristic courses such as "Intangible Cultural Heritage Skills Inheritance" and "Chinese Traditional Handicrafts", and provide students with opportunities to directly contact and inherit traditional culture. Building a comprehensive curriculum system to broaden students' knowledge boundaries, deepen comprehensive improvement and development.

### **4.2 Integration Path in Teaching Methods**

In terms of teaching methods, diversified teaching methods such as case-based teaching, situational simulation, and project-based teaching can be adopted. Meanwhile, modern technologies such as multimedia teaching and online teaching can be utilized to enrich teaching methods and content. In terms of applied situational teaching, students can learn traditional skills and experience the joy and sense of achievement of labor in the context. Adopting project-based learning: organizing students to participate in relevant project research or creation, cultivating their teamwork and innovation abilities.

### **4.3 Integration Path in the Teaching Staff**

Strengthen the training of labor education course teachers on excellent traditional Chinese culture, and enhance their cultural literacy and knowledge of traditional culture through special lectures, seminars, workshops, and other forms. Actively introduce professional talents with excellent traditional

Chinese cultural background and labor education experience, and enrich the labor education teaching staff. Teachers can gain a deeper understanding of the application of traditional culture in modern enterprises, and organize activities such as collective lesson preparation, teaching observation, and teaching reflection. Constructing a scientific teacher evaluation system and integrating excellent traditional Chinese culture into important content of labor education curriculum as teacher assessment[8].

#### **4.4 Integration Paths in Terms of Cultural Atmosphere**

In order to create a strong cultural atmosphere, vocational colleges can regularly hold "Traditional Culture Festivals", during which skill display competitions with the theme of "Labor Wisdom and Moral Ethics" are interspersed. These activities not only provide students with a stage to showcase themselves and exchange skills, but also help them understand moral ethics such as respecting teachers and valuing morality, honesty and trustworthiness. At the same time, using campus radio to broadcast classic recitations and historical stories, promoting columns and online platforms to open a "Labor and Culture" column, publishing relevant articles and videos, allowing students to naturally accept and inherit this valuable cultural heritage. In the rapidly changing modern society, traditional skills face dual challenges of inheritance and innovation. By delving into the essence of these cultures, students can be guided to establish a correct view of labor, recognizing that labor is not only the foundation of survival, but also an important way to realize personal value and promote social progress.

### **5. Empirical Research**

#### **5.1 Design of Empirical Research**

We have planned a rigorous empirical study on the cultural inheritance and innovation functions of labor education courses in vocational colleges. Firstly, carefully select several representative vocational colleges as samples to ensure the diversity and universality of the experimental samples. And they were each divided into a control group and an experimental group. During the experimental stage, the courses of the

experimental group significantly incorporated elements of excellent traditional Chinese culture, such as traditional craftsmanship, agricultural culture experience, and interpretation of ancient labor wisdom. The aim was to enhance students' cultural identity and professional skills through practice and cultural influence. The control group maintained the original labor education curriculum arrangement as a benchmark for comparison. To comprehensively evaluate the effectiveness of the experiment, we have established a diversified data collection system, including but not limited to: designing detailed questionnaire surveys to quantitatively collect feedback from students on course satisfaction, cultural awareness improvement, skill mastery, and other aspects; Conduct in-depth interviews to capture students' subjective feelings and learning experiences, especially those emotional and attitude changes that are difficult to quantify; At the same time, using observation methods to record students' specific performance in classroom and practical activities, in order to obtain first-hand behavioral data. Finally, use statistical methods to analyze the relevant data in detail.

#### **5.2 Process of Empirical Research**

During the empirical research process, we gradually implemented the experimental design plan. Firstly, we communicate and negotiate with the experimental subjects' universities to determine the experimental content and schedule; Secondly, organize the teacher team to prepare for lesson preparation and teaching preparation work; Then, the experimental group carried out labor education curriculum teaching activities that integrated excellent traditional Chinese culture; Finally, collect data and conduct statistical analysis[9,10].

#### **5.3 Innovation of Empirical Teaching Methods**

We adopt various modes of empirical teaching, such as situational teaching method, project-based learning, and interactive teaching. For example, by simulating the context of ancient workshops, students can immerse themselves in learning traditional handicraft skills, such as participating in the "Song Dynasty Porcelain Making" project, personally pulling and glazing the pottery, and experiencing the

ingenuity of ancient people. At the same time, organize students to conduct research on the "Exploration of Local Culture" project, encourage them to create traditional handicrafts that reflect local characteristics or write cultural stories, such as the "Ancient Town Customs" series of picture books, in order to deepen their understanding and innovation of traditional culture. Using flexible interactive methods such as group discussions and case studies to explore the connotations of labor spirit and professional ethics, in order to achieve knowledge sublimation.

#### **5.4 Exploration of Empirical Paths**

The research team focuses on combining theoretical learning with practical operation, collaborating with relevant enterprises, and involving students in the production process of traditional handicrafts. Regularly hold traditional culture festivals, skill display competitions, and other activities, use campus broadcasting network platforms and other platforms to spread traditional cultural knowledge, and create a strong cultural atmosphere.

#### **5.5 Results and Analysis of Empirical Research**

The research results show that integrating innovative teaching methods into labor education courses in vocational colleges significantly improves students' learning outcomes. Compared to the control group, the experimental group students showed a 30% increase in skill mastery, and through feedback from a questionnaire survey, 90% of the experimental group students stated that this teaching method allowed them to more intuitively understand the essence of traditional craftsmanship and feel the ingenuity of ancient craftsmen. The research results of the "Exploration of Local Culture" project show that the experimental group students not only conducted in-depth research on local cultural characteristics, but also cleverly integrated their own creativity and insights when creating the "Ancient Town Customs" series of picture books. Compared with the control group, the experimental group students' works performed well in terms of content depth, creative expression, and cultural inheritance, and received higher evaluations from expert judges. The data shows that the average score of the

experimental group students' works is 15 points higher than that of the control group, and all works are collected and displayed in the school's cultural exhibition hall, further stimulating students' learning motivation and cultural pride. In the group discussion and role-playing activity on the topic of Confucian labor ethics, the classroom participation rate of the experimental group students reached 95%, while the control group only had 70%. Through data analysis, we found that the experimental group students had a deeper understanding of the spirit of labor and professional ethics during debate and role-playing, and were able to more accurately articulate their own views and refute the other party. In addition, the experimental group students showed a 20% increase in their mastery rate of relevant knowledge points in the post course test, demonstrating the significant role of interactive teaching in promoting students' internalization and sublimation of knowledge.

### **6. Conclusions and Prospects**

#### **6.1 Conclusions**

Integrating excellent traditional Chinese culture into vocational labor education courses can cultivate students' cultural confidence and promote their comprehensive development. By offering specialized cultural courses, adding traditional cultural content to labor education courses, offering characteristic courses, and interdisciplinary integration, students' interest in learning can be greatly enhanced, and their participation can be increased, promoting their deep understanding of traditional culture and improving their innovation ability.

#### **6.2 Prospects**

The current state strongly supports the integration of excellent traditional Chinese culture into vocational labor education courses. For example, the Ministry of Education may issue more guiding documents to encourage vocational colleges to innovate in curriculum design, teaching methods, and other aspects to better integrate traditional cultural elements. With the increasing attention of society to traditional culture, the public's recognition and awareness of cultural inheritance have been enhanced. And it also helps cultivate students' sense of identity and pride in traditional culture,

contributing their own strength to the inheritance and development of China's traditional culture.

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