

Exploration of Integrating Traditional Chinese Culture into the Vocational Education Undergraduate Curriculum System in the Context of “Two Creations”

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Abstract: In the context of the "Two Creations" (Creative Transformation and Innovative Development), exploring the integration of traditional Chinese culture into the vocational education undergraduate curriculum system is of significant importance. This paper analyzes strategies such as the reconstruction of the curriculum system, innovation of teaching methods, integration of practical activities and project-based learning, and the combination of campus culture and activities. The aim is to build a curriculum system that is both culturally rich and aligned with the characteristics of vocational education. This exploration not only helps to inherit and innovate traditional Chinese culture, but also enhances the cultural literacy and innovative capabilities of vocational education undergraduates, providing strong support for cultivating high-quality skilled talent.

Keywords: Two creations; traditional Chinese culture; vocational education undergraduate; curriculum system; path exploration

Introduction

With the deeper implementation of the "Two Creatives" (creative transformation and innovative development) policy, the inheritance and innovation of traditional Chinese culture have become important issues in the field of education. As a key platform for cultivating high-quality, skilled talents, vocational education at the undergraduate level should fully reflect the essence of traditional culture while aligning with the characteristics of modern vocational education. This paper aims to explore how to effectively integrate traditional Chinese culture into the vocational education undergraduate curriculum

system, through the reconstruction of the curriculum, innovation in teaching methods, the incorporation of practical activities and project-based learning, and the creation of a strong campus cultural atmosphere. This exploration will provide useful insights for cultivating high-quality talents who possess both professional skills and cultural literacy.

1. Research Status on the Integration of Traditional Chinese Culture with Vocational Education Undergraduate Education

The integration of traditional Chinese culture with



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vocational education undergraduate programs is becoming a focal point of research in the education sector. Currently, an increasing number of vocational education institutions are recognizing the educational value of traditional Chinese culture and are incorporating it into their curriculum systems and campus cultural development. Some schools have introduced courses on traditional culture such as Chinese Studies, Calligraphy, and Traditional Chinese Medicine, aiming to help students understand and inherit the essence of traditional Chinese culture. Additionally, schools organize cultural lectures, art exhibitions, and other activities to deepen students' understanding of and identification with traditional culture. Vocational education institutions are also actively exploring effective ways to combine traditional culture with vocational skills training. In the field of art and design, students are encouraged to incorporate traditional elements into their creative work, thereby promoting the innovative development of traditional culture. However, the integration of traditional Chinese culture into vocational education at the undergraduate level still faces several challenges. These include issues such as the lack of a systematic curriculum and insufficient teaching resources.

2. The Connotation and Value of Traditional Chinese Culture in the Context of "Two Creations"

2.1 Interpretation of the "Two Creations" Policy

The "Two Creations" policy, namely Creative Transformation and Innovative Development, is an important guiding ideology for cultural construction in the new era. This policy not only reflects the respect and inheritance of outstanding traditional Chinese culture but also demonstrates the innovation and development of traditional culture in the context of the new era^[1]. Creative transformation refers to the process of modernizing the excellent elements of traditional culture to make them suitable for the developmental needs of modern society. This process requires an in-depth exploration of the essence of traditional culture, removing elements that are incompatible with the development of the times, while retaining and promoting its positive, healthy, and uplifting content. Through creative transformation, traditional culture can be revitalized and become an important component

of modern society's cultural framework. Innovative development involves innovatively developing traditional culture elements based on modern culture, creating new culture with the characteristics of the times. This process requires the full use of modern technology to promote the deep integration of traditional culture with modern science and technology, thereby creating more cultural products and services that meet the demands of the times. At the same time, it is important to focus on cultural diversity and cultural innovation, encouraging the exchange and fusion of different cultures, and collectively promoting the prosperity and development of culture.

2.2 The Connotation of Traditional Chinese Culture

Traditional Chinese culture is a unique cultural system formed by the Chinese nation over a long period of historical development, with a rich and profound connotation. The core ideas of traditional Chinese culture include concepts such as resilience and determination, harmony, the integration of virtue and utility, and the coordination between heaven and man. Phrases such as "self-improvement" and "virtue is the foundation of all things," emphasized in the *Commentaries of Yi*, represent a concentrated embodiment of the national spirit of the Chinese people. The highest value principle of traditional Chinese culture is the pursuit of harmony and unity. The concept of the Doctrine of the Mean (Zhongyong), which serves as both a method of thinking and a standard for personal cultivation, is another key aspect. Traditional Chinese culture places great emphasis on the cultivation of inner virtues and tends to downplay the exploration of external objective laws. It emphasizes the development of personal character and adherence to moral norms, believing that an individual's inner cultivation is the key to achieving a harmonious society. Additionally, it underscores the importance of family ethics and blood relations, emphasizing family values and responsibilities. The family is seen as the basic unit of society, and family harmony is viewed as the foundation for social harmony. Traditional Chinese culture also encompasses rich philosophical ideas, literary arts, scientific inventions, and more. For instance, Confucian values such as benevolence, propriety, and integrity; Taoist principles such as naturalness and the concept of

wu wei (non-action); and the theories of Traditional Chinese Medicine, including the concepts of Yin-Yang, the Five Elements, and meridians, are all integral components of traditional Chinese culture.

2.3 The Value of Traditional Chinese Culture in Modern Education

In modern education, the value of traditional Chinese culture cannot be overlooked. It helps cultivate students' cultural literacy and moral character. Through studying traditional Chinese culture, students can learn about the history and cultural traditions of the Chinese nation, enhancing their sense of cultural identity and pride. The moral norms and values embedded in traditional culture can guide students in developing correct values and ethics, fostering a sense of responsibility and accountability. Traditional Chinese culture also provides rich educational resources, such as historical stories, poetry, famous sayings, and proverbs, which can be used as teaching materials and case studies. These resources not only enrich educational content but also stimulate students' interest in learning and creativity. Furthermore, traditional Chinese culture can drive innovation and development in education. The educational concepts and methods found within traditional culture offer valuable insights for modern teaching. The scientific inventions and artistic creations in traditional culture can also provide new ideas and inspiration for contemporary education. Finally, traditional Chinese culture can promote international cultural exchange and cooperation. In the context of globalization, the exchange and integration of different cultures has become an inevitable trend. By learning and understanding traditional Chinese culture, foreign students can gain a deeper understanding of Chinese culture and society, fostering greater respect and appreciation for it. In this way, traditional Chinese culture contributes to the diversity and prosperity of world culture^[2].

3. Characteristics of the Vocational Education Undergraduate Curriculum System

3.1 Emphasis on Both Applied and Skill-based Learning

A prominent characteristic of the vocational education undergraduate curriculum system is the equal emphasis on both applied and skill-based learning. This characteristic is reflected in the curriculum design,

which not only focuses on the delivery of theoretical knowledge but also places a strong emphasis on the development of practical skills. The curriculum system includes not only solid foundational courses in the major field but also a significant number of application-oriented practical courses and professional skills training, all aimed at cultivating students' ability to solve real-world problems. Through various teaching models such as project-based practice, school-enterprise collaboration, and alternating between classroom learning and internships, students can apply the knowledge they have acquired to actual work situations. This helps enhance their employability and career development potential. Additionally, the curriculum emphasizes fostering students' innovative thinking and entrepreneurial skills, encouraging them to explore new solutions based on applied skills to meet the rapidly changing demands of the market.

3.2 Integration of Theory and Practice

Another key feature of the vocational education undergraduate curriculum system is the integration of theory and practice. This approach aims to break the traditional disconnect between theoretical knowledge and practical application by establishing a "learning by doing, doing by learning" teaching model, thereby achieving an organic fusion of theoretical knowledge and practical skills. In the curriculum system, theoretical courses not only teach fundamental concepts and principles but also emphasize guiding students to understand the significance and value of theory in real-world applications. Practical courses focus on training operational skills, allowing students to deepen their understanding of theory through hands-on experience, while enhancing their ability to solve real-world problems. The curriculum also encourages students to participate in research projects, social practice, and other activities, applying what they have learned to address actual problems, further enhancing their understanding of the relationship between theory and practice.

3.3 Interdisciplinary Integration and Fusion

The vocational education undergraduate curriculum system also emphasizes interdisciplinary integration and fusion. With technological advancements and the transformation and upgrading of industries, the knowledge and skills of a single discipline are

no longer sufficient to meet the complex and ever-changing market demands. While maintaining the distinctive characteristics of each major, the curriculum system focuses on the integration and fusion of interdisciplinary knowledge to cultivate students' comprehensive abilities and innovative thinking. By offering interdisciplinary courses, organizing cross-disciplinary project teams, and creating platforms for interdisciplinary exchange, the curriculum encourages students to transcend the boundaries of their specific fields of study. This approach broadens their knowledge horizons and fosters interdisciplinary thinking and problem-solving skills.

4. Exploring the Pathways for Integrating Traditional Chinese Culture into the Vocational Education Undergraduate Curriculum System

4.1 Curriculum System Reconstruction and Course Development: A New Starting Point for Integrating Traditional Chinese Culture into Vocational Education

In the exploration of integrating traditional Chinese culture into the vocational education undergraduate curriculum system, curriculum system reconstruction and course development are the first and most crucial steps. The reconstruction of the curriculum system should be aligned with the training goals of vocational education undergraduates, which aim to cultivate high-quality talents who possess both professional skills and a deep cultural foundation. This requires that, in curriculum design, emphasis should not only be placed on the imparting of professional skills but also on the organic integration of traditional cultural elements. For instance, general education courses such as Introduction to Traditional Chinese Culture and Ancient Chinese Philosophical Thoughts can be offered, alongside specialized courses tailored to professional characteristics, such as Traditional Chinese Medicine and Health Preservation or Classical Literature and Creative Design. These courses aim to help students understand the connotations and value of traditional culture, enhancing their cultural literacy and aesthetic abilities^[3]. In the course development process, modern information technologies should be fully utilized to innovate the content and format of courses. It is also beneficial to invite experts and scholars in traditional culture, as well as inheritors of intangible cultural heritage, to serve as adjunct faculty or guest

professors. These experts can provide students with richer and more vivid learning resources on traditional culture. Furthermore, curriculum reconstruction and course development should emphasize interdisciplinary integration, breaking down traditional academic barriers, and promoting the cross-fusion of traditional culture with modern technology.

4.2 Innovation in Teaching Methods and Approaches: Stimulating Interest and Depth in Learning Traditional Culture

Innovation in teaching methods and approaches is a key aspect of integrating traditional Chinese culture into the vocational education undergraduate curriculum system. Traditional lecture-based teaching often fails to engage students or provoke deep thinking, making it particularly important to explore more flexible and diverse teaching methods. One effective approach is the use of case-based teaching, role-playing, and situational simulations, which integrate traditional cultural knowledge into specific contexts. This allows students to experience the charm of traditional culture within simulated environments, deepening their understanding and identification with it. Additionally, modern teaching methods such as project-based learning and flipped classrooms can encourage students to explore and learn independently. Moreover, modern information technologies like Virtual Reality (VR) and Augmented Reality (AR) can be utilized to provide students with more intuitive and vivid learning experiences. For instance, VR technology can recreate ancient buildings and cultural relics, immersing students in historical environments and allowing them to feel the allure of traditional culture. Similarly, AR technology can blend traditional cultural elements with modern design, sparking students' creativity and innovation.

4.3 Integration of Practical Activities and Project-based Learning: Inheriting and Innovating Through Practice

The integration of practical activities and project-based learning is an important approach to incorporating traditional Chinese culture into the vocational education undergraduate curriculum system. On one hand, students can be organized to participate in activities such as traditional cultural research, field studies, and visits to museums and ancient architectural sites. These activities allow students to directly experience

the charm of traditional culture and learn about its historical origins and current state of inheritance. Such experiences not only enrich students' cultural understanding but also cultivate their cultural awareness and self-confidence. On the other hand, students can be encouraged to undertake innovative projects that combine their academic majors with traditional culture. For instance, traditional culture innovation projects can be developed, and cultural creative competitions, cultural festivals, or exhibitions can be held, providing students with a platform to showcase their talents. These activities inspire students' creativity and passion for innovation, while fostering their practical abilities. Not only do these initiatives enhance students' comprehensive qualities, but they also contribute to the transmission and innovative development of traditional culture. By incorporating practical activities and project-based learning into the curriculum, students can better appreciate and engage with traditional culture, while simultaneously contributing to its modernization and creative evolution.

4.4 Integration of Campus Culture and Campus Activities: Creating a Strong Traditional Cultural Atmosphere

The integration of campus culture and campus activities is another important approach to incorporating traditional Chinese culture into the vocational education undergraduate curriculum system. First, traditional cultural elements can be integrated into campus culture construction. For example, traditional architectural styles and elements can be incorporated into campus landscape design, creating an environment with distinct traditional cultural characteristics. Additionally, traditional cultural knowledge, famous sayings, and proverbs can be displayed on campus bulletin boards, electronic screens, and other media, helping to cultivate a strong traditional cultural atmosphere^[4]. Secondly, a variety of traditional cultural activities can be organized on campus. Events such as calligraphy competitions, poetry recitation sessions, and traditional festival celebrations allow students to experience the charm of traditional culture through active participation, while enhancing their cultural literacy and aesthetic appreciation. Furthermore, experts and scholars in the field of traditional culture, as well as inheritors of intangible cultural heritage, can be invited to campus

to hold lectures, workshops, and other activities, providing students with more professional and in-depth learning resources on traditional culture. In addition, students can be encouraged to spontaneously organize traditional culture clubs or interest groups, offering them broader platforms for learning and exchange.

Conclusion

Under the background of the "Two Creatives", the exploration of integrating traditional Chinese culture into the vocational education undergraduate curriculum system has already achieved preliminary results. Through the reconstruction of the curriculum system, innovation in teaching methods, the integration of practical activities and project-based learning, and the creation of a rich campus culture, the essence of traditional culture has been successfully combined with modern vocational education concepts. This has laid a solid foundation for cultivating high-quality, skilled talents with a profound cultural heritage. Moving forward, efforts will continue to deepen this exploration, constantly innovating teaching models, enriching cultural content, and contributing more to the inheritance and innovative development of traditional Chinese culture through vocational education.

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