

# The Value Implications, Guiding Principles, and Practical Pathways for Integrating Excellent Traditional Chinese Culture Into Ideological and Political Education in Higher Vocational College English

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## Abstract

In the context of the comprehensive advancement of curricula ideology and politics, the integration of fine traditional Chinese culture into the higher vocational English teaching system represents a critical approach to fulfill the fundamental task of fostering virtue through education. This paper analyzes the mechanisms for integrating excellent traditional Chinese culture with ideological and political education within higher vocational English courses. It focuses on three dimensions, including value implications, guiding principles, and practical pathways. The analysis seeks to inform the development of a distinctive Chinese paradigm for higher vocational English teaching.

**Key words:** Excellent traditional Chinese culture; Ideological and political education in higher vocational English; Value implications; Guiding principles; Practical pathways

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## INTRODUCTION

Curriculum Ideology and Politics is crucial for higher

vocational institutions in fulfilling the fundamental task of fostering virtue through education and cultivating application-oriented high-quality technical talents. The significant directives that all courses should align and synergize with ideological and political theoretical courses, and that moral education should be upheld while optimizing the positioning of vocational education, provide fundamental guidance for ideological and political work in vocational colleges. As an integral component of the higher vocational education curriculum system, the Higher Vocational English, when organically integrated with Chinese excellent traditional culture in a seamless and subtle manner, can enrich its teaching content, cultivate core English language competencies, enhance students' cultural critical thinking skills from an international perspective, and strengthen their cultural confidence. Currently, in the context of promoting the integration of excellent traditional Chinese culture into campuses and classrooms, it is of great theoretical value and practical significance to systematically explore the internal logic and practical pathways of its integration into ideological and political education in vocational English courses, in order to deepen English teaching reform and improve the quality of talent cultivation.

## 1. VALUE IMPLICATIONS

Chinese excellent traditional culture is a precious heritage in the treasure trove of Chinese culture, containing rich ideological and political education resources. Exploring the ideological and political elements of excellent traditional Chinese culture and integrating them into the whole process of Higher Vocational English teaching has significant value implications for cultivating core competencies in vocational English courses, achieving educational goals in higher vocational education, and inheriting excellent traditional Chinese culture.

### 1.1 The Inevitable Choice for Cultivating Core English Competencies in Higher Vocational English

The core competencies of the English curriculum embody the educational value of the discipline, representing the correct values, essential character, and key abilities that students gradually develop through learning and practice. *The English Curriculum Standards for Higher Vocational Education (2021 Edition)* establish a framework for these competencies across four dimensions: communicative function, cultural function, cognitive function and learner autonomy. These consist of workplace communication, multicultural exchange, cognitive enhancement, and autonomous learning. These four components form an interconnected and mutually reinforcing whole, encompassing the English language knowledge and skills required in workplace settings, as well as the ability to critically appreciate, understand, and respect diverse cultures, the enhancement of logical, critical, and innovative thinking, and the cultivation of lifelong learning awareness and capabilities.

The key abilities underpinning these core competencies can be nurtured through the rich soil of Chinese excellent traditional culture. Traditional etiquette culture helps students master the awareness and methods for appropriate workplace communication. The inherently diverse and multi-ethnic nature of China's 5,000-year cultural heritage enables students to critically evaluate their own and other cultures through intercultural dialogue, discarding blind worship of foreign cultures while strengthening their recognition and identity with their own. By analyzing, comparing, and reasoning to make judgments about diverse cultures, students enhance their logical, critical, and innovative thinking, gradually developing qualities of independent thought, rational analysis, and dialectical expression. Furthermore, the lifelong learning ethos exemplified by ancient philosophers such as Confucius provides an excellent model for vocational students to emulate.

### 1.2 The Intrinsic Requirements for Achieving Higher Vocational Training Goals

The fundamental task of fostering virtue through education has been established in the new era, emphasizing the importance of character development in talent cultivation. It has been further advocated that to develop a vocational education system that satisfies the people, it is essential to vigorously promote the spirit of model workers and the craftsman spirit, thereby cultivating a larger workforce of knowledgeable, skilled, and innovative laborers. The training objectives of modern vocational education explicitly call for nurturing more high-quality technical and skilled talents, skilled craftsmen, and master artisans. These important statements indicate a shift in the training objectives of modern vocational education in China, gradually shifting from cultivating “applied specialized

talents” and “skilled specialized talents” to cultivating “high-quality technical and skilled talents, skilled craftsmen, and national craftsmen”.

This shift indicates that, under the influence of holistic education, the talent development objectives in China's higher vocational education now emphasize the holistic cultivation of individuals. The development of students' personal character and moral cultivation are prioritized over the cultivation of professional technical skills, forming a foundational prerequisite for technical competency. In terms of the structural composition of these training objectives, unlike traditional vocational education that primarily focused on specialized techniques and skills, the new era higher vocational education integrates both skill development and character building, highlighting the foundational role of personal morality on the cultivation of high-quality technical and skilled talents.

Therefore, character development must not be divorced from professional technical education. Instead, Moral cultivation should be thoroughly embedded throughout the teaching process. By cultivating both moral integrity and technical skills, students can ultimately become high-quality technical and skilled talents, skilled craftsmen, and master artisans. Chinese excellent traditional culture is profound and accumulated over millennia, and also serves as a vital resource for cultural education when introduced into the ideological and political framework of higher vocational English courses. Moral teachings from traditional culture, such as benevolence, righteousness, and propriety, are conducive to fostering sound moral character among vocational students. Furthermore, the moral education contents such as benevolence, righteousness, and propriety in traditional Chinese culture are conducive to the formation of good moral cultivation among vocational college students. Among them, the craftsman spirit contents such as seeking truth, upholding integrity, striving for excellence, and daring to innovate are conducive to the cultivation of noble professional qualities among vocational college students, truly achieving the talent cultivation goals of higher vocational education from moral education, talent cultivation to success.

### 1.3 The Practical Need for Inheriting Chinese Excellent Traditional Culture

The excellent traditional Chinese culture is rooted in the long-standing Chinese cultural system, providing us with moral norms, values, and wisdom in life, and has a profound historical foundation and important practical significance. Cultural transmission is a long-term and complex undertaking, requiring concerted efforts from multiple societal forces such as education, economy, and law to ensure its preservation and promotion. In today's globalized and culturally diverse world, the inheritance of traditional Chinese culture faces challenges such as

cultural marginalization due to limited engagement, loss of diversity from homogenized content, and communication barriers from rigid dissemination methods.

Incorporating the education of excellent traditional Chinese culture into the ideological and political construction goals and content of higher vocational education courses is one of the key focuses, enabling students to become witnesses and disseminators of traditional Chinese culture. This is the mission of higher vocational education to actively serve the project of inheriting excellent traditional Chinese culture. Based on the cultural inheritance function of education, it organically integrates the essence of the traditional culture of the Chinese nation into the ideological and political process of vocational English courses. In terms of the ideological and political content setting of the curriculum, it adds traditional cultural content textbooks such as traditional Chinese studies, traditional art, folk culture, etc.. In terms of selective reconstruction of textbooks, it actively utilizes traditional cultural elements such as classic literature, historical stories, philosophy, etc.. And in terms of integration and inheritance, it encourages teaching to combine traditional culture with modern life, science and technology, art to create cultural expressions suitable for contemporary students.

Through these measures, ideological and political education in higher vocational English can stimulate student interest and enthusiasm, deepen their understanding and identification with traditional culture, inspire its conscious application and promotion in their lives, and ultimately reinvigorate it with contemporary relevance.

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## 2. GUIDING PRINCIPLES

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Driven by the dual imperatives of “Curriculum Ideology and Politics” and the “Cultural Confidence” strategy in the new era, achieving the creative transformation of traditional cultural resources into curricular vehicles requires adherence to four guiding principles: integrating value guidance with knowledge imparting, combining explicit instruction with implicit immersion, ensuring cultural adaptation, and emphasizing practical application. This approach facilitates the deep embedding of values shaping within language competence cultivation, strengthens the cultural identity of technical and skilled talents, and nurtures high-quality professionals with both global vision and national commitment, thereby addressing the contemporary mandate of cultivating talents for the Party and the nation.

### 2.1 Principle of Integrating Value Guidance with Knowledge Imparting

The principle of value guidance is rooted in three foundational rationales for integrating Chinese excellent traditional culture into ideological and political

education in higher vocational English: it is essential for cultivating core English competencies, inherent in achieving vocational education objectives, and necessary for transmitting and innovating traditional culture. It emphasizes that language teaching must transcend instrumental rationality to achieve the dialectical unity of knowledge imparting, ability cultivation, and value shaping. By systematically integrating the essence of traditional culture into English teaching, students’ workplace communication skills are strengthened, while their cultural discernment, critical thinking, and communication abilities are fostered. This ultimately achieves the educational goal of “cultivating both virtue and skills,” enabling students to communicate effectively in global dialogues while firmly maintaining their cultural stance and telling China’s story well.

To realize the organic unity of value guidance and knowledge impartation, a systematic teaching pathway must be constructed. Firstly, a cultural education framework should be built, guided by the core English competencies. This involves incorporating traditional etiquette into workplace communication training; enhancing cultural discernment and identity through comparative Sino-Western cultural analysis in multicultural exchanges; introducing traditional philosophical wisdom to train logical and critical thinking in cognitive development; and promoting traditional scholarly spirit to cultivate a lifelong learning mindset in autonomous learning. Secondly, alignment with the goal of cultivating high-quality technical and skilled talents should be pursued to achieve the integration of virtue and skills. This requires deeply exploring traditional professional ethics resources such as the “craftsman spirit,” “integrity,” and “ethics of responsibility,” and organically integrating them into specialized English teaching contexts (e.g., business, tourism, engineering) by embedding case studies of traditional professional morality. This fosters the synergistic development of moral character and professional technical capabilities. Finally, teaching innovation should be driven by the principle of creative transformation. This involves actively utilizing digital technologies to recreate traditional cultural scenarios, deeply integrating traditional wisdom with modern workplace situations through project-based learning, and designing authentic teaching tasks that guide students to achieve the modern transformation and innovative expression of traditional culture in practice, thereby enhancing the effectiveness of cultural transmission.

### 2.2 Principle of Combining Explicit Integration with Implicit Immersion

This principle emphasizes the comprehensive integration of Chinese excellent traditional culture into Higher Vocational English teaching through a dual pathway of systematic design and subtle influence. Explicit

integration focuses on the purposeful, organized, and direct teaching of cultural content and related skills. Implicit immersion, conversely, emphasizes indirect methods such as environment shaping, atmosphere cultivation, and role modeling, enabling students to subconsciously absorb cultural influence. These two approaches are complementary, jointly constructing a complete educational progression from perception and comprehension to understanding and internalization, thereby achieving comprehensive coverage and deep penetration of cultural education.

Firstly, systematically construct an explicit integration curriculum system. Teachers need to clearly list traditional cultural literacy requirements in course objectives, incorporate independent traditional culture modules in textbook compilation, and schedule dedicated cultural thematic lectures in classroom teaching. They can employ project-based learning methods, design structured tasks such as “Overseas Promotion of Chinese Intangible Cultural Heritage” or “English Commentary on Traditional Festivals”, enabling students to systematically master the ability to disseminate Chinese culture in English through a complete inquiry process. Simultaneously, they can establish explicit evaluation criteria that incorporate cultural understanding and communication effectiveness into the assessment system. Secondly, educators should comprehensively promote the construction of an implicit immersive educational environment. They can create an immersive English learning environment, set up a traditional cultural corridor with bilingual signage on campus, carry out traditional tea art and calligraphy experience activities in the English corner, and use campus radio to play audio translations of classic books. It is necessary to fully leverage the exemplary and leading role of teachers, and subtly influence students’ cultural attitudes and value orientations through their words, actions, cultural literacy, and teaching passion. Teachers can also develop digital immersion resources, build a traditional cultural English resource library, and use new media platforms to push high-quality bilingual cultural content.

Finally, educators can achieve an organic connection between explicit and implicit education. After completing the explicit cultural knowledge points, teachers consolidate and extend them through implicit campus cultural activities. At the same time, based on the implicit environmental influence, they refine and elevate them through explicit classroom discussions. In teaching practice, they established a closed-loop education model of “classroom teaching environmental influence practical experience reflective enhancement”, which enables students to deepen their cultural cognition and internalize their value recognition through the interweaving of systematic learning and intangible infiltration.

### 2.3 Principle of Cultural Adaptation

This principle emphasizes that when integrating excellent traditional Chinese culture into vocational English teaching, it is necessary to fully consider students’ cognitive characteristics, professional backgrounds, and the needs of the times, and achieve effective matching between teaching content, methods, and students’ acceptance abilities. Its core objective is to achieve an effective match between teaching content, methods, and students’ receptive capacities. Through precise content selection, modern presentation methods, and appropriate instructional design, the essence of traditional culture is transformed into learning resources that are easy for students to understand, willing to accept, and convenient to apply. This overcomes potential cognitive barriers and era dislocation in traditional culture teaching, enabling its effective transmission and modern transformation.

First, Teachers need to promote the localized reconstruction and modern transformation of teaching content. They need to screen and reconstruct traditional cultural resources from a pedagogical perspective, and select content closely related to vocational students’ professional development and occupational literacy cultivation. For instance, teaching can focus on introducing the traditional craftsman spirit and innovative wisdom for students majoring in engineering, and emphasize traditional business ethics and integrity culture for students majoring in business and trade. Secondly, a clear cultural cognitive ladder should be constructed in teaching. According to taxonomy of educational objectives, teachers can systematically design cultural cognitive pathways from memorization and understanding to analysis, evaluation, and creation. In the primary stage, students are guided to identify traditional cultural symbols and basic concepts. In the intermediate stage, students try to understand the ideological connotations and values behind cultural phenomena with the help of teachers. In the advanced stage, students are trained to critically evaluate cultural values and creatively transform cultural resources. Through progressive cognitive design, students are ensured to achieve appropriate cultural literacy improvement on their respective foundations. Finally, by actively utilizing digital teaching methods to enhance the attractiveness and infectiousness of traditional culture, teachers need to achieve a deep integration of traditional elements and modern technology. For example, they can use virtual reality technology to recreate historical scenes, use augmented reality technology to bring cultural relics to life, and conduct cross-cultural dialogue projects through online collaboration platforms. On the other hand, teaching can also combine traditional cultural elements with current popular forms of expression, such as interpreting traditional stories in



English, adapting ancient poems into popular songs, and spreading traditional skills through short videos, so that traditional culture can be integrated into the English learning process in a way that students enjoy.

## 2.4 Principle of Practical Transformation

This principle emphasizes guiding students to transform cultural cognition into practical communication skills, value recognition into conscious action through the creation of authentic or near-authentic practice scenarios, thereby achieving a substantive leap from “knowing” to “doing”. Its core lies in breaking down the barriers between cultural knowledge and practical application in traditional teaching. Practical methods which are project-driven, task-oriented and situational experience, enable students to deepen their cultural understanding, hone their communication skills, and cultivate their patriotism in the process of solving practical problems. In this way, students ultimately become conscious disseminators and practitioners of excellent traditional Chinese culture.

First, the teaching need to construct a progressive “Learning-Practicing-Creating” transformation pathway. Based on the theory of experiential learning, teachers can design a complete learning chain from cognitive construction to practical application and finally to innovative output. In the cognitive stage, they use case studies and situational simulations to help students build a cultural knowledge framework. In the practice stage, they organize students to participate in authentic cultural dissemination tasks, such as volunteering for international cultural exchange events or producing bilingual cultural promotional materials. In the creation stage, they encourage students to engage in innovative design based on traditional cultural elements, and develop creative works with cultural distinctive features. Second, by breaking through the limitations of classroom time and space to construct diverse practical carriers, teaching should create an integrated practical platform of “in-class & out-of-class, online & offline”. In class, role-playing, simulated negotiations, and other methods can be used to create real situations, while outside the class, students can go to the school-enterprise cooperation practice base to participate in cultural dissemination work in overseas projects of enterprises. Meanwhile, vocational colleges can build online-practice communities which encourage students to run English versions of traditional cultural social media accounts, participate in cultural exchanges on international online platforms, and achieve comprehensive coverage of the practice field. Finally, teaching also needs to establish an evaluation mechanism based on “ability output”. Teachers can use authentic evaluation methods which focuses on students’ actual performance in using English to spread culture and solve problems in real situations.

## 3. PRACTICAL PATHWAYS

Against the backdrop of comprehensively promoting Curriculum Ideology and Politics, integrating Chinese excellent traditional culture into the higher vocational English teaching system has become a crucial pathway for fulfilling the fundamental task of fostering virtue through education. As the spiritual lifeline of the Chinese nation, this cultural heritage provides fundamental guidance for curriculum development. There is an urgent need to construct a teaching paradigm with Chinese characteristics in current higher vocational English teaching, one that transcends the limitations of Western-centric approaches. Based on principles such as integrating value guidance with knowledge imparting, this paper proposes a tripartite practical approach which includes theoretical, practical, and scenario-based classrooms. Through systematic design and multi-level implementation, this approach achieves deep integration of language competence cultivation and cultural confidence building, transforming English courses into significant carriers for disseminating Chinese culture and nurturing national identity. Thereby it supports the development of new-era technical talents with both Chinese cultural grounding and global perspectives.

### 3.1 Building a Theoretical Classroom to Achieve Deep Integration of Cultural Cognition and Value Guidance

The theoretical classroom serves as the main front for integrating Chinese excellent traditional culture into ideological and political education in higher vocational English. In terms of teaching content, it is necessary to highlight the depth by systematically sorting out the spiritual symbols and contemporary values of excellent traditional Chinese culture, and organically integrating core values such as benevolence, integrity, dedication, and diligence into English textbook and curriculum design. Educators should identify specific connections between specialized courses and traditional cultural elements. For instance, they can embed traditional business ethics in Business English, or incorporate traditional architectural aesthetics in Tourism English to effectively bridge cultural inheritance with professional learning. Regarding teaching methods, they can focus on integration by innovating instructional carriers. Diversified methods such as case teaching, scenario simulation, and thematic discussions can be adapted to compare and analyze Chinese and Western cultures, guide students to understand the unique charm and contemporary significance of Chinese culture. In terms of teaching atmosphere, we should highlight liveliness and build a community of mutual interaction and learning between teachers and students. Teachers can use a discourse system that young students enjoy to interpret the essence of traditional culture, enhance the affinity and infectiousness of teaching, and elevate cultural cognition into value recognition.

### 3.2 Building a Practical Classroom to Transform Cultural Identity into Practical Competence

The practical classroom serves as a crucial venue for evaluating the effectiveness of cultural education. In thematic practices, teaching emphasis on being distinctive. So a series of “Telling Chinese Stories in English” activities that incorporate cultural carriers such as traditional festivals and intangible cultural heritage items can be designed. Teachers can also organize traditional culture English micro video competitions, intangible cultural heritage project English commentary competitions and so on to deepen students’ cultural understanding in the creative process. In order to highlight the practicality of social practice, teaching should establish a school enterprise collaborative education mechanism. Therefore, teachers can help students participate in overseas dissemination projects of Chinese culture, serve as volunteers for international cultural exchange activities, and use English to spread Chinese culture in real work scenarios. In order to provide innovative and entrepreneurial practices, teaching should encourage students to create creative designs based on traditional cultural elements. Teachers can develop innovative and entrepreneurial projects that combine cultural connotations with an international perspective, transforming cultural resources into innovative advantages to achieve an organic combination of cultural inheritance and innovation and entrepreneurship education.

### 3.3 Building a Scenario-Based Classroom to Enhance Immersive Cultural Experiences and Contemporary Relevance

Scenario-based classrooms serve as crucial support for enhancing the effectiveness of cultural education. To create realistic scenarios, it is necessary to fully utilize historical and cultural sites, intangible cultural heritage inheritance bases and other real-life resources, and build traditional cultural practice teaching bases. In addition, on-site teaching can enhance the authenticity of cultural

experience. In terms of utilizing dynamic resources, vocational colleges should vigorously promote the digital construction of traditional cultural resources, so teachers can use VR/AR and other technologies to reproduce historical scenes , and build virtual simulation “golden courses”.

In terms of teaching methods, innovation is highlighted and teaching should fully utilize new media platforms and build traditional cultural English learning resource. An English learning resource database for traditional culture is badly needed. Teachers can develop micro-lectures and MOOCs, and establish a blended “online + offline” teaching mode. These modern technological approaches enhance the appeal and coverage of cultural teaching, allowing traditional culture to integrate into contemporary students’ learning and lives in renewed forms.

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