

Pathways for Vocational Colleges to Strengthen Perceptual Education through Campus Culture

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Abstract: *Perceptual education is an important link for vocational colleges to cultivate the core literacy of technical talents. It emphasizes constructing cognitive systems through practical experience and emotional resonance. As the vehicle of the spiritual core of higher learning institutions, campus culture provides rich scenarios and resources for perceptual education. Based on the characteristics of higher vocational education types, this study defines the intrinsic connection between campus culture and perceptual education, analyzes the current practical challenges for vocational colleges to carry out perceptual education through campus culture, and explores the implementation pathways for strengthening perceptual education through campus culture from four-dimensional framework: spiritual culture as the steering force, material culture as the underpinning foundation, institutional culture as the safeguarding mechanism, and activity culture as the enabling catalyst to provide theoretical reference and implementation pathways for vocational colleges to improve the quality of talent cultivation.*

Keywords: *Vocational Colleges; Campus Culture; Perceptual Education; Talent Cultivation*

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1.Introduction

Higher vocational education aims to cultivate high-quality technical talents for the front line of production, construction, service and management. It not only requires students to master solid professional skills, but also to possess good professional qualities and practice perception ability. Perceptual education breaks the traditional spoon-feed teaching model. By guiding students to observe, experience and think in specific scenarios, it achieves the deep integration of knowledge and emotion, which is highly consistent with the practice-oriented essence of higher vocational education. Campus culture, as a unique cultural form formed in the long-term development of higher learning institutions, spans multiple dimensions: spiritual ideology, physical environment, institutional norms, and activity modalities. Its subtle cultural influence provides a fertile ground for the practical implementation of perceptual education. At present, some vocational colleges do not fully explore the educational value of campus culture, and there is a problem of formalization and fragmentation in perceptual education, failing to fully leverage the synergistic educational effect of the two. Therefore, it is of great practical significance to explore effective pathways for vocational colleges to strengthen perceptual education through campus culture for enhancing the target precision and effectiveness of talent cultivation.

2.Connotations and Interconnections of Campus Culture and Perceptual Education in Vocational Colleges

2.1 Definition of Core Concepts

Campus culture in vocational colleges constitutes an aggregate of tangible outcomes, institutional norms, and spiritual wealth, collectively shaped and upheld by faculty and students, grounded in vocational education attributes with institutional ethos at its core. Compared with regular institutions of higher-learning, it gives more prominence to vocational characteristics, integrates industrial culture and enterprise culture into campus culture construction, emphasizes the cultivation of practical spirit and professional qualities, and creates a unique cultural atmosphere for the growth of technical talents. Perceptual education is a student-centered educational model to guide students to use

their sensory and emotional experience to achieve internalization of knowledge, enhancement of competencies and elevation of emotions by creating specific situations. In the context of higher vocational education, its core lies enabling students to internalize professional value, vocational ethos, and industry standards through experiential learning and immersive praxis, transform abstract specialized knowledge into concrete vocational competence, and cultivate their sense of identity and responsibility towards their professions at the same time, laying the foundation for future career development.

2.2 Inherent Interconnections

Campus culture serves as an important vessel of perceptual education. The implementation of perceptual education relies on specific scenarios and abundant resources. The physical environment, spiritual ideology, and activity modalities covered by campus culture provide diverse practical scenarios for perceptual education. Whether it is the vocational ambiance in the training ground or school-enterprise cooperation activities, they can all enable students to gain perception and cognition through immersive experience. Meanwhile, the value orientation of campus culture defines clearly the direction for perceptual education. The craftsmanship spirit and the philosophy of relentless refinement advocated by vocational colleges can guide perceptual education to focus on the cultivation of professional qualities, ensuring that educational objectives are consistent with the requirements of talent cultivation. Perceptual education is an important way for the implementation of campus culture. Campus culture is not a static cultural symbol. It needs to be passed down and developed through the practical activities of teachers and students. Perceptual education guides students to actively participate in the construction of campus culture, understand the connotation of campus culture through experiential learning, and transform campus culture from external environment and norms into students' internalized value identification and behavioral consciousness. The career cognition and professional qualities developed by students in the process of perceptual education will in turn feed back to the construction of campus culture, promote its continuous enrichment and improvement, forming a virtuous cycle of mutual promotion between the two.

3. Practical Challenges for Vocational Colleges to Strengthen Perceptual Education through Campus Culture

3.1 Insufficient Steering Force of Spiritual Culture, and Lack of Kernel Support in Perceptual Education

Partial vocational colleges do not attach sufficient importance to the refinement and dissemination of campus spiritual culture, failing to form clear spiritual ideology in combination with their own educational characteristics and the attributes of vocational education. Campus culture often remains at the level of superficial sloganeering, lacking substantive exploration of core value such as craftsmanship spirit and professional qualities, causing students to struggle to form emotional resonance and value identification. The ambiguity of spiritual culture makes perceptual education lose its core steering force, and the educational content is fragmented, and unable to focus on the core requirements of vocational talent cultivation, making it difficult to guide students to form a clear career cognition and career pursuit.

3.2 Extensive Construction of Material Culture, and Lack of Vocational Characteristics in Perception Scenarios

Material culture, as the external manifestation of campus culture, is an important scenario vessel for perceptual education. At present, the material culture construction is homogeneous in partial vocational colleges. The campus environment layout is not significantly different from that of regular higher learning institutions, and is short of the characteristics of vocational education. Training bases only focus on equipment placement and meeting functional requirements, and neglect the integration of industrial culture and enterprise elements, failing to create authentic vocational scenarios. The culture advocacy boards on campus mainly focus on theoretical knowledge publicity, lacking the display of career stories of role models. This makes it impossible for students to perceive the vocational ambiance and industry standards in their daily environment, and results in that the educational value of material culture has not been fully realized.

3.3 The Absence of Safeguards from Institutional Culture, and Lack of Long-Term Mechanisms for Perceptual Education

The regular implementation of perceptual education requires robust institutional safeguards. However, some vocational institutions lack specific systems integrating campus culture with perceptual education. In terms of curriculum design, the content of perceptual education has not been effectively integrated into the talent training programs, lacking systematic curriculum framework. In terms of the assessment mechanism, the assessment mainly focuses on professional skills, while neglecting to assess students' perceptual ability and professional qualities. In terms of the incentive mechanism, there is a lack of effective incentives for teachers and students engaging in campus culture construction and perception education activities, resulting in low enthusiasm for their engagement. The absence of systems makes it difficult for perceptual education to form long-term mechanisms. It is mostly carried out in the form of phased-based activities, and the educational efficacy is hard to sustain.

3.4 Monotonous Activity Culture Forms, and Lack of Deep Integration with Perceptual Experience

Campus activities serve as crucial practice vehicles for perceptual education. However, in some vocational colleges, such activities suffer from formalism and superficiality. The content of the activities is not closely integrated with professional education, mostly focusing on cultural and sports activities, yet lacking vocational skills competition, industry expert lectures, school-enterprise cooperation praxis and other activities with vocational characteristics. The ways are rather monotonous to organizing activities, which mostly carried out in the way of unidirectional indoctrination, neglecting students' dominant position and failing to facilitate students' proactive engagement in experiential reflection. The insufficient integration of activity culture and perceptual education makes it difficult for students to gain in-depth vocational perception and competency enhancement in activities, greatly reducing the educational effect.

4. Implementation Pathways for Vocational Colleges to Strengthen Perceptual Education through Campus Culture

4.1 Strengthening the Steering Force of Spiritual Culture, and Solidifying the Core of Perceptual Education

Extracting distinctive professional spirit serves as the cornerstone for strengthening the steering force of spiritual culture. Vocational colleges need to deeply explore the vocational education genes in their own history, and refine the campus ethos with distinct identity and vocational attributes by leveraging specialized cluster advantages and industry-aligned positioning. For instance, those colleges with a focus on equipment manufacturing can emphasize the philosophy of "Precision as Priority, Crafting Dreams with Mastery", while those centered on modern service industry can give prominence to the philosophy of "Service as Substance, Relentless Refinement", precisely integrating core value, such as the spirit of craftsmanship, the ethos of model workers, and professional qualities, into their educational philosophy, avoiding superficial sloganeering, and forming clear and perceptible spiritual ideology such as "Relentless Refinement and Unity of Knowledge and Doing" and "Craft Excellence as Benchmark and Virtue-Embedded Practice". Meanwhile, they can conduct systematic education on school history and school situation, and transform battle-tested institutional sagas and field-honed alumni journeys into living educational resources. For instance, they can offer "Alumni Career Lectures", and invite technical experts and entrepreneurial pioneers to share their insights on the workplace, enabling students to truly perceive the connotation inheritance and practical value of the spiritual ideology through listening and interaction, and build a preliminary identification with professional spirit.

Innovating the transmission modes of spiritual culture serves as the key to enhancing the perception effect. Vocational colleges should break the monolithic publicity model and build an all-round "online + offline" transmission system. Offline space, such as campus radio, theme-based advocacy boards, and corridors of teaching buildings, can be used to build a "professional spirit scenery line", transforming abstract philosophy into readable stories of "National-level Master Artisans Entering Campus" and Career Growth Posters of Outstanding Graduates.

Online channels, such as school official accounts, short-form video platforms, and class chat groups, can be employed to feed the content like the daily work of industry pioneers and the practical training insights of professional teachers to students, allowing spiritual culture to permeate every detail of students' study and life. Meanwhile, immersive activities, such as interviews with role models and sharing sessions of industry experts, can enable students to have face-to-face exchanges with front-line technical backbones, and directly experience the specific manifestations of spiritual ideology in vocational praxis such as parts processing, service and reception, and project research and development. Interactive activities, such as theme-based class meetings on "My Career Pursuit" and speech contests on "Craftsmen's Stories", can be carried out to guide students to share their viewpoints on professional spirit in combination with their own career planning, and shift from superficial cognition to deep identification for spiritual culture through the collision of ideas, laying a solid ideological core for perceptual education.

4.2 Optimizing the Construction of Material Culture, and Creating Vocational Perception Scenarios

Building vocational campus environment serves as the core of optimizing material culture. Vocational elements should be integrated into the total campus planning to craft discipline-specific pedagogic corridors, exhibiting industry evolution, technological milestones, and professional codes. Practical training bases should simulate real production scenarios and management models of enterprises, and deploy the operation specification of production process and culture signs of enterprises, enabling students to experience the enterprise atmosphere and job requirements in an immersive way during the training process. Meanwhile, campus commons should establish industry beacon walls & vocational vitality zones to ignite vocational aspirations through trailblazer narratives.

Improving the material carriers of perceptual education serves as the safeguard for enhancing the efficacy of education. Pedagogic-industrial hybrid pavilions, such as vocational skills pavilions and training achievement pavilions, should be built to exhibit application cases of professional training equipment and technology and students' training achievements, equipping with diversified perceptual educational resources, such as industry-related books, image data, virtual simulation training systems, to provide students with autonomous perceptual learning platforms. By optimizing the construction of material culture, the campus environment can be turned into a silent classroom, enabling students to gain vocational perception at any time in their daily study and life.

4.3 Improving Institutional Culture Safeguard Mechanisms, and Establishing Long-Term Mechanisms for Perceptual Education

Integrating perceptual education into the talent cultivation system serves as the core of institutional safeguards. In terms of curriculum design, relevant courses, such as vocational cognition and professional qualities, should be offered to organically integrate perceptual education content with specialized courses, such as integrating the teaching of enterprise rules and regulations and professional conduct rules into professional practical training courses. In terms of teaching models, a school-enterprise collaborative education model should be implemented, stable off-campus training bases should be established, and students should be arranged to enter enterprises for specific-job training, enabling students to receive perceptual education in authentic vocational environment. At the same time, perceptual education should be incorporated into talent cultivation programs to clearly define the educational objectives, content and assessment requirements, ensuring the systematization and standardization of education.

Improving the assessment and incentive mechanism serves as the key to promoting long-term development. Vocational colleges should establish a diversified assessment system to incorporate students' vocational perception ability, professional qualities and practice performance into the assessment scope, and adopt a combination of student self-assessment, peer assessment, enterprise assessment and teacher assessment to comprehensively and objectively assess the efficacy of students' perceptual education, and build a sound incentive mechanism to honor and reward teachers and students who have performed outstandingly in campus culture construction and perceptual education activities, such as selecting outstanding vocational practitioners and active participants in campus culture

construction, to arouse the enthusiasm of teachers and students to engage in and promote the regular and long-term implementation of perceptual education.

4.4 Enriching Activity Culture Forms, and Deepening Vocational Perceptual Experience

Building a vocational campus activity brand serves as the key to enriching the activity culture. Vocational colleges should carry out discipline-specific vocational skills competition, such as numerical control skills competition and e-commerce practice competition, to enable students to enhance their professional skills in the competition and perceive the importance of vocational competition and teamwork, hold industrial culture festivals, school-enterprise cooperation and exchange weeks and other activities, to invite industry experts to give technical lectures and career guidance, and organize students to participate in enterprise project practice, product research and development and other activities, so that students can have a deep understanding of the industry trends and career requirements. At the same time, they should encourage students to establish professional societies, such as technological innovation societies and career development societies, and carry out professional praxis and career exploration through club activities.

Strengthening students' active engagement serves as the core of deepening perceptual experience. Vocational colleges should change the traditional activity organization model and adopt project-based learning, experiential teaching and other methods to guide students to actively engage in the planning, organization and implementation of activities. For instance, let students independently plan role model interview activities to enhance their career cognition and communication skills in practice by contacting with alumni to design interview questions and organize interview materials. And they can carry out career simulation practice activities, enabling students to play professional roles, simulate the working processes and problem processing in vocational scenarios, and deepen their understanding and perception of occupations through immersive experience, achieving the deep integration of activity culture and perceptual education.

5. Conclusion

Strengthening perceptual education through campus culture serves as an important measure for vocational colleges to enhance the quality of talent cultivation, which conforms to the essential requirement of practice-oriented vocational education. Campus culture provides rich vessels and scenarios for perceptual education, while perceptual education promotes the inheritance and development of campus culture. The deep integration of the two can achieve collaborative educational effect. Vocational colleges should be based on their own development reality and construct a systematic and complete implementation pathways from four dimensions: spiritual culture, material culture, institutional culture, and activity culture in response to the current problems, such as insufficient steering force of spiritual culture, indistinct characteristics of material culture, the absence of institutional safeguards, and monotonous activity modalities. By strengthening spiritual guidance, creating vocational scenarios, improving long-term mechanisms, and enriching experience modalities, vocational colleges can continuously enhance the efficacy of perceptual education, cultivate more high-quality technical talents with solid professional skills and good professional qualities, and provide strong support for the high-quality development of vocational education and industrial upgrading.

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