

The Intrinsic Value, Practical Obstacles, And Practical Approaches of Collaborative Education in National Defense in Vocational Colleges

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Abstract

The collaborative education of national defense in higher vocational colleges is an epochal proposition and strategic project to build a strong national security strategic barrier, cultivate the potential for social stability and development, activate the red gene of moral education, and achieve the comprehensive sublimation of students' individual values. However, at this stage, it faces realistic obstacles such as imperfect institutional mechanisms, imperfect system construction, and lack of practical carriers, which restrict the full play of the effectiveness of collaborative education. To this end, it is necessary to provide a solid guarantee for collaborative education by improving the collaborative mechanism of "having laws to rely on", expanding the professional team of "having teachers to guide", building a diversified platform of "having platforms to display", and implementing the strategy of "using competition to strengthen skills" to provide a solid guarantee for collaborative education. Furthermore, an innovative practice model with the core of "six co-educations and six educations" of co-education of ideals and beliefs, co-establishment of military benchmarks, sharing of red resources, co-promotion of inheritance and succession, co-construction of national defense education, and co-maintenance of style and discipline is implemented to effectively improve the quality and effect of collaborative education of national defense education in higher vocational colleges, and provide strong support for the cultivation of high-quality technical and skilled talents with both professional skills and national defense literacy.

Keywords

Vocational colleges; National defense education; Intrinsic value; Real obstruction; practical approach.

1. Introduction

Vocational colleges bear the important task of cultivating students' national defense awareness and establishing a correct concept of national security[1]. National defense education is an important component of the Party's propaganda and ideological work, an effective way to enhance the national defense awareness of the whole nation, and an important core carrier for promoting patriotism. The construction of a national defense education system with full participation, full coverage, and comprehensive penetration in vocational colleges is of great significance and far-reaching impact. The 19th National Congress of the Communist Party of China established Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as guidance, and made strategic arrangements for promoting innovative development of national defense education in the new era, pointing out the direction for consolidating the powerful forces of national defense and national rejuvenation[2]. In 2019, in order to thoroughly implement the requirements of the National Defense Law of the People's Republic of China, the Military Service Law of the People's Republic of China, and the Education Law of

the People's Republic of China, and fully implement the fundamental task of cultivating morality and talents and the strategic deployment of building a strong military, the Ministry of Education and the National Defense Mobilization Department of the Central Military Commission jointly issued the "Teaching Outline for Military Courses in Ordinary Higher Education Institutions", which clearly stated that strengthening the cultivation of national defense concepts should be the core, strengthening national security awareness should be the foundation, and establishing a sense of crisis should be the focus. The comprehensive national defense literacy of young students should be systematically improved, and efforts should be made to cultivate a new generation of people who are responsible[3]. In 2022, the Central Committee of the Communist Party of China, the State Council, and the Central Military Commission jointly issued the "Opinions on Strengthening and Improving National Defense Education in the New Era", systematically deploying national defense education in the new era and elevating it to the level of national security strategy[4]. In the same year, General Secretary Xi Jinping clearly pointed out in the report of the 20th National Congress of the Communist Party of China that deepening national defense education for all, comprehensively promoting the modernization of national defense and the military, and continuously deepening the reform of national defense and the military must unwaveringly implement the overall national security concept, integrate the maintenance of national security into all fields and processes of party and state work, and effectively safeguard national security and social stability[5] [6].

2. The Intrinsic Value of Collaborative Education in National Defense Education in Vocational Colleges

2.1. At the national level: building a strong national security strategic barrier

Against the backdrop of profound changes in globalization and intensified competition among major powers, the construction of national security strategic barriers has become a core proposition for safeguarding national sovereignty, security, and development interests. Its core lies in practicing the overall national security concept to cope with the complex challenges of the international situation. As the main battlefield for cultivating skilled talents, vocational colleges' collaborative practice of national defense education not only concerns individual growth, but also plays an irreplaceable supporting role in national security strategy. The "Teaching Syllabus of Military Courses in Ordinary Higher Education Institutions" clearly requires that military courses should cover modern warfare, information technology equipment, and other content, so that students can master national defense knowledge in the context of high-tech warfare and become the "new force" for building a strong military[7]. By legally ensuring the inclusion of national defense education into the national education system, the system aims to cultivate composite talents who possess both professional skills and national defense literacy, providing a core backbone for the modernization of the military and national security. Weihai Vocational College has proposed the construction of a national security education system for universities through "four combinations", adhering to the "four combinations" model of "combining ideological and political courses with curriculum ideology", "combining ideological and political small classrooms with practical large classrooms", "combining daily education with special node education", and "combining education for all staff with education for key populations". It comprehensively and multi-level promotes national security education work, strengthens students' conscious action towards national security responsibility, and makes national security education "deep and practical"[8].

2.2. Social level: Nurture the potential for social stability and development

National defense education is not only the spiritual Great Wall for consolidating national security, but also the fundamental guarantee for governing the country and ensuring national

security. It is also a powerful driving force for promoting social progress and civilization construction[9]. In this grand context, vocational colleges serve as the main battlefield for cultivating high-quality technical and skilled talents. The depth, breadth, and effectiveness of their national defense education are directly related to the stability of the foundation of national security and the accumulation of social development momentum. Promoting the coordinated development of national defense education and vocational education is a key path to nurturing social stability and development momentum. Deepening the collaborative education mechanism of national defense in vocational colleges is a strategic measure to deeply embed national security awareness, national defense concepts, and civic responsibilities into the bloodline of the future industrial army. It cultivates not only skilled "craftsmen", but also "guardians" who care about their country, abide by laws and regulations, and have the courage to take responsibility. When tens of thousands of high-quality technical and skilled talents who have been refined through national defense education continue to flow into the torrent of economic and social development, they devote themselves to the construction with a high sense of organization, discipline and responsibility, becoming the solid cornerstone and deep driving force for maintaining social harmony and stability, resisting risk challenges, and ensuring development achievements, providing a solid human support and security barrier for building a higher level of safe China and achieving Chinese path to modernization. This is not only an inevitable requirement for implementing the decisions and deployments of the Party Central Committee, but also a wise practice for cultivating the deep potential of national long-term stability and social prosperity and stability.

2.3. At the school level: Activate the red gene of cultivating virtue and nurturing people

The value of collaborative education in national defense education in vocational colleges lies not only in serving the overall national security and social stability, but also deeply rooted in its role as the core engine for implementing the fundamental task of cultivating morality and talents, and activating the red gene of cultivating human body in colleges and universities. The Party's educational policy clearly requires the cultivation of socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor skills, and national defense education is the key melting pot for tempering the ideological and moral character of young people and forging patriotism. National defense education is an effective way to promote patriotism and enhance the national defense awareness of the whole nation. It is also an effective way to strengthen the cultivation of citizens' spiritual qualities and cultivate their ideological, moral, and willpower qualities[10]. In vocational colleges, which are the cradle for cultivating skilled craftsmen and craftsmen of great countries, the coordinated integration of national defense education has injected a profound historical background and distinct spirit of the times into "moral character". Deepening the collaborative education of national defense in vocational colleges is essentially a strategic choice that deeply couples the inheritance of red genes with the cultivation of new talents in the era. It activates the source of moral education and provides the core driving force for cultivating socialist builders and reliable successors who possess excellent skills, noble character, firm beliefs, and strong physical fitness. When the red gene is deeply integrated into the bloodline of vocational education and becomes the spiritual foundation of young students' skills to serve the country, it is not only a loyal practice of the Party's education policy, but also a fundamental guarantee for continuously supplying new forces with ideals, courage, resilience, and willingness to struggle for the construction of a strong country and the great cause of national rejuvenation.

2.4. Student level: Achieving comprehensive sublimation of individual value

National defense education is the core carrier for realizing the transition of individual value of vocational college students from skill survival to life meaning. Marx revealed that 'the essence

of human beings is the sum of all social relations', and individual value can only be truly realized in the practice of serving society. The collaborative education of national defense in vocational colleges is the key path to guiding young students to surpass single skill acquisition and achieve comprehensive enhancement of individual value. It is not only the transmission of knowledge and the extension of skills, but also the expansion of life realm and the reshaping of value coordinates, enabling students to grow from survivors who "master a skill" to fighters who "embrace the great cause of the country", and write wonderful lives in the pursuit of building a strong nation. The deep value of collaborative education in vocational national defense education lies in laying a value growth ladder for individual students, from mastering the "skills of making a living" to carrying the "virtue of standing", and ultimately sublimating into pursuing the "ambition of serving the country". To enable students to position their life coordinates in understanding the 'great nation', to stand firm in their spiritual backbone through tempering their willpower and qualities, to unleash their main driving force through stimulating their innovative potential, and ultimately achieve the comprehensive sublimation and eternal blooming of individual value in serving national security and development. This has not only helped students achieve a fuller and more meaningful life, but also forged a high-quality new force that is both skilled and confident, brave and innovative to achieve Chinese path to modernization.

3. The Practical Obstruction of Collaborative Education in National Defense in Vocational Colleges

3.1. The national defense education system and mechanism are not sound

From the perspective of organizational collaboration, national defense education in vocational colleges is mostly undertaken by the school's armed forces department or national defense education research department, lacking coordination and cooperation from other departments. Although public physical education teachers have the willingness to assist, they do not know how to take action[11].The organizational structure and management system of different educational functions are relatively independent, such as Tarim Vocational and Technical College, where the national defense education department and the Ministry of Security work together, military theory courses are affiliated with the Ministry of Education, and ideological and political education belongs to the Marxist College. They lack coordination and coordination, which reduces the efficiency of national defense education and makes it difficult to achieve "collaborative education"[12].Secondly, from the perspective of institutional guarantees, although there are regulations on national defense education such as the National Defense Law of the People's Republic of China and the Military Service Law of the People's Republic of China, the military training system and mechanism for vocational college students are still not sound. The school only completes military training tasks according to requirements, lacks specialized military training institutions and organizations, temporarily forms military training teams, and has no dedicated office space. Although some universities have established systems to regulate military training, there is a lack of specific laws, policies, work regulations, and documents to assist in conducting military training. At the same time, vocational colleges lack effective evaluation and incentive mechanisms when promoting the integration of ideological and political education with national defense education, making it difficult to mobilize the enthusiasm and participation of teachers and students. The degree of integration between the two educations is insufficient, and it is impossible to form an effective force for educating people. It is urgent to improve the collaborative mechanism of national defense education in vocational colleges.

3.2. The construction of the national defense education system is not perfect

One is the shortage of professional teachers and prominent structural contradictions. Vocational colleges generally lack full-time teachers with backgrounds in national defense education or military theory [13]. Most universities rely on "counselors and part-time teachers", "administrative personnel of the People's Armed Forces Department", "teachers and security personnel of the Marxist Academy" to temporarily serve, and even mainly rely on "training unit instructors" to undertake short-term military training teaching [14]. This model of "no specialized positions, relying on part-time courses, and borrowing external forces" has led to extremely unstable teaching staff, insufficient professionalism and continuity, and difficulty in supporting systematic and high-quality national defense education. The professional competence and teaching ability of teachers need to be improved, and there are shortcomings in the existing teaching staff. On the one hand, theoretical literacy is weak. Non professional teachers lack a deep understanding of core content such as national defense theory, military thought, and national security situation, and the problem of "single teaching content" is prominent. On the other hand, there is a lack of teaching ability. There are phenomena such as "insufficient teaching experience" and "lack of innovation in the teaching process", which make it difficult to adapt to the requirements of national defense education in the new era[15]. Although some demobilized soldiers have practical experience, their teaching methods and theoretical transformation abilities are often questioned due to limitations such as educational background and lack of teacher qualification certificates, which affects the scientificity and attractiveness of teaching effectiveness. Therefore, the root cause of the teacher dilemma lies in the lack of top-level design. The second issue is the low level of content construction, outdated textbook content, and poor quality. National defense education textbooks have shallow, insufficient, and outdated problems, with insufficient depth of knowledge points and failure to reflect new situations and new ideas[16].

3.3. Lack of practical carriers for national defense education

One is that the carrier form is single and overly dependent on traditional models. The current practice of national defense education in vocational colleges mainly relies on two traditional carriers: centralized military training and military theory classrooms. Although military training is a statutory process, its content is often limited to queue training and internal organization, lacking practical and immersive projects such as tactical exercises and crisis management; Military theory courses often remain one-way indoctrination, with a lack of practical elements. This "heavy form, light experience" model is difficult to stimulate students' deep interest, leading to national defense education becoming a "short-term task" rather than a "long-term education". Although some universities have attempted to hold national defense themed lectures and visits, due to a lack of systematic design, they often remain superficial and fail to form sustained influence. Secondly, there is a lack of collaborative carriers, which have not been integrated into the education system. The practice of national defense education is seriously disconnected from ideological and political education, professional teaching, and campus culture. Vocational colleges in China lack a linkage platform between prevention education, ideological and political education, and professional practice. For example, patriotic education and the cultivation of national security concepts have not been effectively integrated into professional training, social practice, or party and youth activities; Although public physical education courses have the potential to carry out military physical training, they cannot be transformed into a carrier of national defense education due to institutional barriers. The isolation of carrier construction makes national defense education an "island", making it difficult to achieve synergy between "curriculum ideology" and "professional education". Thirdly, the construction of digitalization and innovation carriers lags behind. In the "Internet plus" era, the application of new media, virtual simulation and other technologies in vocational

colleges is obviously insufficient. Most universities have not established a digital resource library or online interactive platform for national defense education, and lack innovative practices such as simulating military scenarios using VR/AR technology and conducting network attack and defense exercises. In addition, the utilization rate of off campus practice bases is low, and cooperation with stationed troops, red venues, and military enterprises is mostly limited to short-term visits, without forming stable deep education projects such as research and practice, job experience, etc. The outdated form of the carrier is disconnected from technology, making it difficult to meet the needs of college students in the new era for interactive and scenario based learning.

4. The Practice Path of Collaborative Education in National Defense Education in Vocational Colleges

4.1. Practical Measures for Collaborative Cultivation of National Defense Education in Vocational Colleges

One is to establish a sound mechanism with "laws" to rely on. To solve the problem of incomplete national defense education system and mechanism in vocational colleges, it is necessary to start from two aspects: organizational coordination and institutional guarantee. Firstly, establish a cross departmental collaboration mechanism, clarify the responsibilities and division of labor of the school's armed forces department, national defense education and research department, public physical education teachers, security department, student engineering department, and Marxist college in national defense education, and form a joint force. By regularly holding joint meetings, strengthening communication and coordination, we ensure that all aspects of national defense education are carried out in an orderly manner. Secondly, improve institutional safeguards and formulate special regulations for national defense education in vocational colleges based on relevant laws and regulations such as the Law of the People's Republic of China on National Defense and Law of the People's Republic of China on Military Service, clarifying specific requirements for military training organization, teaching content, faculty allocation, and funding support. Establish specialized military training institutions, equipped with professional office spaces, to ensure the systematic and standardized nature of military training work. At the same time, effective evaluation and incentive mechanisms should be established to commend and reward outstanding teachers and students in national defense education, stimulate their enthusiasm and creativity in participating in national defense education, and promote the effective operation of the collaborative education mechanism for national defense in vocational colleges.

The second is to expand the team, with "mentors" to guide. In response to the shortage of teaching staff and prominent structural contradictions in the national defense education major of vocational colleges, multiple measures need to be taken to expand and optimize the teaching staff. Firstly, we need to increase the recruitment of professional teachers, by hiring full-time teachers with backgrounds in national defense education or military theory, to enrich the teaching staff and ensure that national defense education has stable and professional teacher support. Secondly, strengthen the training and improvement of existing teachers, regularly organize teachers to participate in professional training on national defense theory, military ideology, national security situation, etc., to enhance their theoretical literacy and teaching ability. At the same time, encourage teachers to innovate teaching methods, introduce diversified teaching methods such as case analysis and simulation exercises, and enhance the attractiveness and effectiveness of teaching. In addition, making full use of resources such as training instructors and demobilized soldiers, and through the establishment of part-time teacher positions and joint teaching, we can achieve complementary advantages and improve the overall teaching quality. Finally, improve the teacher evaluation and incentive mechanism,

commend and reward outstanding teachers in national defense education, stimulate their work enthusiasm and creativity, and provide solid teacher support for collaborative education in national defense education in vocational colleges.

The third is to build a platform, with "platforms" to showcase. To effectively promote the collaborative education of national defense in vocational colleges, it is necessary to actively build diversified practical platforms and provide students with a broad stage to showcase their national defense literacy. First, build an online offline integration of national defense education platform, and use Internet technology to develop online courses and virtual simulation training systems for national defense education, so that students can receive national defense knowledge education anytime, anywhere, experience military skills training, and enhance the interest and effectiveness of learning. Secondly, establish on campus national defense education practice bases, such as military skill training fields, national defense education exhibition halls, etc., to provide students with intuitive and vivid national defense education experience environments. Through on-site visits, simulation exercises, and other methods, deepen students' understanding and mastery of national defense knowledge. In addition, we will strengthen cooperation with military units and red education bases outside the school, establish stable off campus practice bases, regularly organize students to participate in military training, red culture research and other activities, so that students can experience national defense strength and cultivate patriotism through practice. By building these platforms, vocational colleges' national defense education will have a richer display space, effectively promoting the in-depth development of collaborative education in national defense education. The fourth is to promote construction through competition, with "strength" to borrow. In response to the problems of a single practical carrier for national defense education in vocational colleges, a lack of collaborative carriers, and lagging construction of digital and innovative carriers, implementing the strategy of promoting construction through competition can effectively stimulate the vitality of national defense education. Firstly, enrich the competition format by adding diversified events such as national defense knowledge competition, military simulation and deduction, and network security attack and defense in addition to traditional military skills competition. Incorporate practical content such as tactical exercises and crisis management to enhance the immersion and challenge of the competition, promote learning through competition, and enhance students' interest. Secondly, a collaborative competition platform should be established to closely integrate national defense education competitions with ideological and political education, professional teaching, and campus culture. For example, military science and technology innovation competitions can be held based on professional characteristics, or national defense elements can be integrated into campus cultural festivals to achieve the organic integration of national defense education with other educational environments. Furthermore, we will promote the construction of digital competition platforms, use VR/AR technology to simulate military scenarios, conduct online military skill challenges, broaden competition participation channels, and enhance interactivity and fun. At the same time, we will strengthen cooperation with the military and military enterprises, establish stable off campus practice bases, extend competition activities to on-site learning and job experience, form in-depth education projects, enrich and diversify the carriers of national defense education, meet the interactive and scenario based learning needs of college students in the new era, and promote the coordinated development of national defense education in depth.

4.2. The Practice Path of Collaborative Education in National Defense Education of Vocational Colleges: "six co-educations and six educations"

The "six co-educations and six educations" vocational education red education project relies on the 112+X education platform, which includes one university military service station and one

national defense education center. 2 clubs, Green Army Society, National Defense Quality Education Society, X education bases, fully tap into the exemplary role of retired and returning military personnel in ideological and political education in schools, attach importance to the infiltration, inheritance, and integration of red elements in young student education, enthusiastically create an atmosphere of "strong physical fitness, popularization of national defense, inheritance of red, and protection of the country" for young college students, innovate the school local integration and co construction mechanism, develop a number of online and offline combined characteristic national defense education resources, actively explore new mechanisms for innovative practical education, and form a systematic logic of veteran led national defense education "six co education" practice path, namely "co education of ideals and beliefs, co establishment of military benchmarks, sharing of red resources, inheritance and succession, co construction of national defense education, and maintenance of work style and discipline". This path effectively transforms educational connotations such as political ideology, national defense awareness, and behavioral development into students' internal spiritual qualities and external behavioral expressions, achieving the goal of collaborative education in national defense education in vocational colleges.

One is the co cultivation of ideals and beliefs. Ideal beliefs, as the spiritual pillar for the growth and success of vocational college students, are also the core connotation of national defense education. In the practical path of "Six Consciousnesses and Six Education", the co education of ideals and beliefs focuses on multi-party collaboration, aiming to internalize the spirit of patriotism, collectivism, and revolutionary heroism in the depths of students' minds. Firstly, strengthen the role model guidance for retired and returning students. This group has been tempered by the military and possesses firm ideals, beliefs, and tenacious willpower. Schools can organize in-depth classroom and club activities to share military experiences and growth insights, allowing students to intuitively feel the loyalty and responsibility of soldiers, effectively stimulating patriotism and national aspirations. For example, incorporating theme speeches by retired and returning students into the new student enrollment education process, guiding students to establish correct worldviews, outlooks on life, and values by telling the true stories of defending their country and defending their position. Secondly, integrate diverse resources to expand practical carriers. Based on national defense education exhibition halls, red education bases and other places, organize on-site visits to guide students to deeply understand the heroic spirit of revolutionary predecessors; Combining military theory course teaching, systematically explaining the national security situation and defense policies, and effectively enhancing students' national security awareness and responsibility. In addition, through various forms such as themed class meetings, speech competitions, and essay writing activities, students are guided to deepen their understanding of their ideals and beliefs through practical participation, achieve internalization at the cognitive level and externalization at the behavioral level, and contribute to serving the great rejuvenation of the Chinese nation.

The second is to establish a mechanism for setting military benchmarks together. The establishment of military benchmarks is the core link, with the aim of selecting exemplary military personnel and leveraging their demonstration and leading effects to promote the comprehensive improvement of students' overall quality. Firstly, deeply explore and promote the excellent characteristics of retired and returning students. Schools should systematically sort out the excellent style, tenacious will, and outstanding character that this group has tempered during their service, and organize them to share their profound insights and growth experiences in military life through special reports, advanced deeds lectures, and other forms. This move aims to vividly interpret the sense of responsibility and dedication of soldiers, allowing students to closely perceive the style of soldiers and effectively stimulate their internal motivation to learn from the virtuous. Secondly, establish and improve a benchmark incentive mechanism for military personnel. For outstanding retired students who have returned to

school, policies should be given preferential treatment and publicly recognized in terms of awards, scholarships, and other aspects, and advanced models that are respectable, learnable, and traceable should be established. At the same time, actively guide them to participate in student management work, such as serving as counselor assistants, club guidance teachers, and other educational positions, so that they can continue to play a radiating and driving role in their daily learning and life. Through the above measures, we aim to create a campus cultural atmosphere that respects military personnel and learns from role models, providing strong support for implementing the fundamental task of cultivating morality and promoting students' comprehensive development.

The third is to deepen the path of sharing red resources. The sharing of red resources is a key path to enhance the effectiveness of national defense education. Schools should focus on building a systematic and three-dimensional mechanism for sharing red resources. Firstly, the system integrates internal and external red resources. Fully explore the resources of venues such as the National Defense Education Museum and the School History Museum internally, thoroughly sort out the red historical stories and national defense education elements contained therein, and enhance the intuitive appeal and historical immersion of red culture through various forms such as physical display, historical material exhibition, and multimedia interaction. Externally, it is necessary to strengthen strategic cooperation with local red education bases, revolutionary history memorial halls, martyr cemeteries and other institutions, establish long-term cooperation mechanisms, and regularly organize students to carry out on-site research and immersive visiting and learning activities. Secondly, promote the digital empowerment of red resources. Actively utilizing modern information technology to systematically digitize and store red resources, building an online red resource platform that integrates red story audio, historical image materials, and precious literature archives. The platform should have convenient access functions, support students to use mobile terminals for ubiquitous learning, break through time and space limitations, and achieve the ready and efficient utilization of red resources. Thirdly, promote the deep integration of red resources into education and teaching. Encourage and support teachers to organically integrate red resources into the curriculum and teaching system, and develop school-based red culture courses or teaching modules based on the characteristics of the subject. Through various teaching forms such as classroom lectures, case studies, and project practices, we fully utilize the value guidance and spiritual education role of red resources in national defense education, effectively stimulate students' patriotism, enhance their national security awareness and defense concepts, and lay the ideological foundation for cultivating new generations who are responsible for national rejuvenation.

The fourth is to establish a system of inheritance, succession, and joint promotion. We are committed to effectively inheriting the red genes and national defense spirit through inheritance, succession, and promotion, with the aim of cultivating new generations capable of shouldering the heavy responsibility of national rejuvenation. One is to build a diverse and collaborative carrier for inheritance. Schools should use retired and returning students as key links to form national defense education propaganda teams, go deep into grassroots units such as classes and clubs, vividly tell the heroic deeds of revolutionary predecessors and contemporary soldiers, and achieve precise dissemination and emotional resonance of red stories and national defense knowledge. Simultaneously implementing the pairing guidance mechanism of "veterans leading new recruits", organizing retired students to provide personalized assistance to new students in military training, daily behavior norms development, and other aspects, effectively internalizing the excellent military style as a code of conduct for students. Secondly, promote the deep integration of national defense spirit into the professional education system. Based on the training objectives of various professional talents, systematically explore the national defense education elements contained in

professional fields. For example, incorporating typical cases of national defense technology innovation into the teaching of engineering majors can guide students to deeply understand the strategic value of professional skills in serving the modernization of national defense construction. At the same time, actively creating platforms to encourage and guide students to participate in research projects, subject competitions, and innovation and entrepreneurship activities related to national defense science and technology, focusing on cultivating their innovative thinking and practical abilities, and reserving high-quality reserve talents for the national defense construction cause.

The fifth is to establish a mechanism for joint construction of national defense education. The joint construction of national defense education is a key path to gather diverse forces, optimize the allocation of educational resources, and enhance the overall effectiveness of national defense education. Firstly, deepen military civilian collaborative education cooperation. Schools should actively strengthen strategic cooperation with military departments such as stationed troops and the People's Armed Forces. Regularly inviting active duty officers and soldiers to participate in special activities such as military skills training and tactical theory lectures, allowing students to experience military training modes up close, appreciate the spirit of soldiers, and effectively enhance their military literacy and national defense awareness. At the same time, establish a mechanism for teachers to exchange positions in the military, select key teachers to conduct practical training in the military, accurately grasp the forefront dynamics of national defense construction and the demand for military talents, and effectively enhance the pertinence and timeliness of national defense education and teaching content. Secondly, expand the collaborative education network between schools, enterprises, social institutions, and libraries. Actively establish deep cooperative relationships with social resources such as military enterprises and red education bases. Collaborate with military industrial enterprises to establish internship and training bases, organize students to participate in national defense technology production practices, understand cutting-edge technological developments, and inspire professional aspirations to serve the country. Jointly build an off campus national defense education practice base with red venues, and organize students to conduct immersive visits and learning through institutionalized means. Through historical objects, precious pictures, documentary images and other carriers, guide students to deeply understand the revolutionary spirit and draw the spiritual strength to forge ahead.

Sixth, establish a long-term mechanism for maintaining work style and discipline. The joint maintenance of work style and discipline is the core guarantee mechanism for cultivating students' good behavior habits and shaping their sound personality and spiritual outlook. Firstly, deeply integrate the excellent style of the military into the campus governance system. The school collaborates with key forces such as the stationed troops and retired students to systematically introduce military management concepts and norms into daily campus management. On the one hand, it strengthens the effectiveness of military training and education, and through the use of student military training as an important carrier, strictly regulates military literacy training such as queue movements and internal standards, and focuses on cultivating students' discipline concepts of obeying orders and keeping pace, as well as their swift and pragmatic work style. On the other hand, we should give full play to the exemplary and leading role of retired and returning students, organize this group to participate in campus behavior supervision, timely correct students' bad behavior habits in daily inspections, guide students to enhance their self-discipline awareness through words and deeds, and achieve the internalization of behavioral norms. Secondly, organically embed the education of work style and discipline into the entire process of education and teaching. In the main channels of teaching such as military theory courses and ideological and political theory courses, emphasis should be placed on explaining the strategic significance of work style and discipline for individual growth and national development and construction. Comprehensive

teaching methods such as case analysis, situational simulation, and group discussions should be used to deepen students' theoretical identification and value internalization. At the same time, carefully plan and organize campus cultural activities with style and discipline as the theme, such as speech competitions, themed essay contests, etc., to create a campus cultural atmosphere that advocates discipline and pursues excellence.

5. Conclusion

The collaborative education of national defense in vocational colleges is a strategic project with profound significance and urgent need. Through practical measures such as improving mechanisms, expanding teams, building platforms, and promoting construction through competitions, as well as deepening the innovation path of "six co six education", the optimization and integration of educational resources and significant improvement in educational effectiveness have been achieved. Not only does it naturally integrate education on political ideology, national defense awareness, etc. into students' growth, but it also provides solid support at the macro level for maintaining national security, promoting social stability, and implementing the fundamental task of cultivating morality and talent. In the future, vocational colleges should continue to deepen the practice of collaborative education, and contribute more wisdom and strength to the cultivation of new generations who possess both morality and talent, and are responsible for the great task of national rejuvenation.

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