

Research on the Value Embedding and Identity Construction of Traditional Cultural Genes in Modern Innovation and Entrepreneurship

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Abstract: In the context of the new era, innovation and entrepreneurship have become important driving forces for economic development and social progress. As key bases for talent training, institutions of higher education should add characteristic curriculum modules such as traditional Chinese culture, ethnic culture, and regional economic development history to the innovation and entrepreneurship education system; organize students to participate in practical activities such as social surveys to deeply understand traditional Chinese culture; carry out innovation and entrepreneurship projects to integrate traditional cultural genes into practice; promote interdisciplinary cooperation between innovation and entrepreneurship education teachers and teachers in ethnology, history and other majors to build a compound teaching team; integrate internal and external educational resources to provide strong support for the integration of traditional culture and innovation and entrepreneurship education.

Keywords: traditional culture; innovation and entrepreneurship; value; construction

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1. Introduction

Research on the value embedding and identity construction of traditional cultural genes in modern innovation and entrepreneurship is of important and far-reaching significance. Systematically embedding traditional cultural genes into the innovation and entrepreneurship education system is essentially the creative transformation and innovative development of cultural resources in the contemporary context. This not only guides students to consciously absorb traditional wisdom such as “reforming the old and bringing forth the new”, “pragmatism and trustworthiness”, and “harmony and coexistence” in innovative practices, enhancing their cultural identity and sense of value belonging, but also promotes entrepreneurial projects to more profoundly reflect national cultural heritage and the spirit of the times in concept design, value positioning and social connection, thereby improving the humanistic connotation and social sustainability of the projects. At the same time, this research focuses on realizing the contemporary construction of cultural identity through innovation and entrepreneurship practices. In the process of value embedding, students not only receive training in professional skills and innovative abilities, but also deepen their understanding of national history, traditions and reality through real social participation, establishing a meaningful connection between personal development and the rejuvenation of the

community. This practice-driven identity construction helps enhance the national awareness, cultural confidence and social responsibility of the younger generation, thereby promoting social cohesion and coordinated development on a broader level. Therefore, carrying out research on the value embedding and identity construction of traditional cultural genes in modern innovation and entrepreneurship not only provides profound cultural support and value orientation for innovation and entrepreneurship education, but also opens up an embodied and practical path for cultivating the sense of the Chinese national community. It has important theoretical and practical significance for promoting the inheritance and innovation of national culture and enhancing national cultural soft power^[1-3].

2. Practical dilemmas in integrating traditional culture into innovation and entrepreneurship education

At present, the path of integrating traditional culture into innovation and entrepreneurship education is relatively single, mainly confined to ideological and political theory courses and related cultural courses. These courses often focus on the imparting of theoretical knowledge and have insufficient connection with innovation and entrepreneurship practices. At the same time, the traditional classroom teaching model has been difficult to adapt to the practical needs and cognitive characteristics of students in the new era, and even more difficult to effectively guide students to consolidate the sense of the Chinese national community in innovation and entrepreneurship education. In addition, some universities have failed to systematically embed elements such as ethnic culture and historical traditions in the curriculum design link, resulting in students' difficulty in forming a profound understanding and value internalization of the sense of the Chinese national community. Teachers with interdisciplinary backgrounds and rich practical experience are the key to promoting the integration of innovation and entrepreneurship education and the cultivation of traditional Chinese culture. However, in some current institutions, teachers engaged in innovation and entrepreneurship education generally lack professional literacy in related disciplines such as ethnology and history, while teachers in the field of humanities and social sciences often lack practical experience in innovation and entrepreneurship education. This structural shortage of interdisciplinary teachers restricts the depth and breadth of the integration of the two to a certain extent. More importantly, the core of innovation and entrepreneurship education lies in practice. However, the practice platforms built by some universities have not systematically integrated the requirements for the cultivation of traditional Chinese culture. Specifically, the correlation between practical projects and ethnic culture and historical traditions is insufficient, resulting in the failure to effectively deepen the cultivation of traditional culture during students' participation^[4].

3. Integration strategies of innovation and entrepreneurship education and the cultivation of the sense of the chinese national community

3.1. Add characteristic curriculum modules such as traditional culture and regional economic development history

In innovation and entrepreneurship education, universities should innovatively add characteristic curriculum modules such as traditional Chinese culture, ethnic culture, and regional economic development history to help students build an entrepreneurial knowledge system integrating the characteristics of the times and cultural heritage. Constructing a scientific, reasonable, systematic and comprehensive curriculum system is the key foundation for realizing the integrated education of traditional culture and modern innovation and entrepreneurship. In institutions of higher education and vocational education, traditional disciplinary boundaries should be broken, teaching resources should be integrated, and a series of interdisciplinary and comprehensive courses should be offered to organically combine traditional cultural knowledge with innovation and entrepreneurship practices.

The course "Traditional Culture and Creative Design" is a very representative example. In this course, students can

not only deeply learn knowledge in fields such as traditional Chinese art, literature, and philosophy, understand the rich connotation and unique charm of traditional culture, but also learn modern design concepts, methods and technologies, and master the basic processes and skills of creative design. Through teaching methods such as case analysis and project practice, students are guided to draw inspiration from traditional culture, combine traditional elements with modern design, and carry out the design and development of creative products. In the product packaging design course, students can use traditional Chinese art forms such as calligraphy, painting, and paper-cutting to create packaging with national characteristics and cultural heritage for products, making products more recognizable and attractive in the market. Through the study of this course, students can not only improve their aesthetic ability and cultural literacy, but also cultivate innovative thinking and practical ability, learn to skillfully apply traditional cultural elements in modern design, and lay a solid foundation for future work in the cultural and creative industry^[5-7].

3.2. Build a compound teaching team with interdisciplinary and cultural practice capabilities

Building a high-quality teaching team with profound traditional cultural literacy and rich innovation and entrepreneurship experience is an important guarantee for promoting the integrated education of traditional culture and modern innovation and entrepreneurship. Educational institutions should attach great importance to the training of teaching teams, and comprehensively improve teachers' professional abilities and comprehensive qualities through various ways and methods.

Regularly organizing teachers to participate in traditional cultural training is an important measure to improve teachers' cultural literacy. The training content can cover various fields of traditional Chinese culture, such as classic Chinese studies, traditional art, folk culture, and historical allusions. Invite experts and scholars in related fields to give lectures, deeply interpret the connotation, value and inheritance significance of traditional culture through lectures, seminars, workshops and other forms, helping teachers systematically learn and master traditional cultural knowledge. Organize teachers to conduct on-the-spot inspections and learning in traditional cultural inheritance bases, museums, historical and cultural sites, etc., to personally feel the charm of traditional culture and enhance their perceptual understanding and comprehension of traditional culture. Encourage teachers to participate in various academic seminars and exchange activities on traditional culture, share research results and teaching experience with peers, continuously broaden academic horizons, and improve their academic level and cultural literacy^[8].

To keep teachers pace with the times and master the latest trends and practical experience of innovation and entrepreneurship, schools can arrange teachers to participate in innovation and entrepreneurship training and practice. Select teachers to take temporary posts in innovation and entrepreneurship education demonstration bases, well-known enterprises, etc., allowing teachers to deeply understand the innovation and entrepreneurship practice process of enterprises, grasp market demand and industry development trends, and accumulate rich practical experience. Invite successful entrepreneurs, investors and other professionals in the field of innovation and entrepreneurship to give lectures and training in the school, sharing their entrepreneurial experiences, successful experiences and failure lessons to provide practical guidance for teachers. Encourage teachers to actively participate in various innovation and entrepreneurship competitions and projects, combine theoretical knowledge with practice, and improve their ability to guide innovation and entrepreneurship. Support teachers to carry out relevant teaching research and practical exploration, encourage teachers to innovate teaching methods and means, develop characteristic teaching cases and curriculum resources, and promote the teaching reform and innovative development of the integrated education of traditional culture and modern innovation and entrepreneurship^[9].

3.3. Promote the value recognition and practical transformation of traditional cultural genes with social surveys as the carrier

In innovation and entrepreneurship education, guiding students to deeply contact and understand traditional Chinese culture through practical activities such as social surveys is an important way to realize the value embedding and identity

construction of traditional cultural genes.

First, carry out a thematic research program on “Traditional Culture and Contemporary Society”. Organize students to go deep into urban and rural grass-roots areas, focus on topics such as intangible cultural heritage inheritance, local cultural industries, and the modern transformation of traditional crafts, and collect first-hand data through field surveys, oral history collection, industry interviews and other methods. Guide students to not only pay attention to cultural phenomena themselves during the research, but also focus on analyzing their interactive relationships with contemporary life, market demand, and technological changes, so as to understand the modern adaptability and innovative potential of traditional cultural genes in specific contexts, and cultivate their cultural interpretation and value discovery capabilities. Second, implement the “Cultural Gene Innovation Workshop” project. On the basis of research, organize interdisciplinary teams to carry out innovative transformation experiments around specific traditional cultural elements (such as folk symbols, traditional crafts, local products, etc.). Through links such as design thinking, product prototype production, and business model conception, guide students to transform cultural resources into creative products, services or communication projects with contemporary aesthetics, practical functions or emotional value. In this process, emphasize cultural respect and innovation ethics, and promote students to deeply think about how to maintain cultural essence in innovation and realize the creative inheritance of cultural genes. Finally, build a “university-local-enterprise collaborative innovation practice platform”. Establish long-term cooperation with traditional culture-rich areas, cultural enterprises and institutions, intangible cultural heritage workshops, etc., to co-build practice bases and innovation laboratories. Let students participate in the evaluation, development and promotion of cultural resources in actual projects, such as assisting in the upgrading of local brands, planning cultural experience activities, and developing digital cultural content. Through practical training, students not only accumulate project experience, but also deepen their understanding of the socialization and economization paths of cultural value in collaboration, promoting the simultaneous improvement of cultural identity and entrepreneurial ability^[10-11].

Through the above multi-level and immersive practice design, universities can effectively guide students to activate traditional cultural genes in action and construct cultural identity in creation, ultimately cultivating new-era talents with both cultural awareness and innovative action capabilities.

3.4. Promote the practical transformation and innovative expression of traditional cultural genes with innovation and entrepreneurship projects as the carrier

In innovation and entrepreneurship education, taking specific projects as carriers to integrate traditional cultural genes into product development, service design and business model construction is a key path to realize cultural value transformation and identity construction. Universities should systematically design cultural-themed innovation and entrepreneurship projects to guide students to complete the leap from cultural cognition to innovative application in practice. First, implement the “Cultural Gene Innovation Practice Project”. Focus on themes such as intangible cultural heritage skills, local customs, and classic symbols, and guide students to carry out entrepreneurial practices with both cultural connotation and market potential. Projects should focus on the integration of cultural interpretation and modern expression, and explore new forms and meanings of traditional culture in the contemporary era through research and analysis, technology integration and design transformation, enabling students to deepen cultural understanding and value identity in creation.

Second, establish a “dual-mentor system for cultural innovation”. Form a guidance team composed of cultural scholars, inheritors, industry experts and entrepreneurial mentors to provide support for students from multiple dimensions such as cultural origin, spiritual connotation, market demand and business model. Through the collaboration of dual mentors, ensure that the project not only maintains cultural roots but also has innovative vitality and market adaptability, cultivating students’ practical ability to balance cultural inheritance and commercial logic. Finally, build a “cultural innovation achievement incubation platform”. Construct an open ecosystem of “display-feedback-iteration” through roadshows, exhibitions, markets and other forms. The platform not only promotes student collaboration and creative exchange, but also connects the market, capital and the public to promote the continuous optimization of projects. At

the same time, it disseminates the contemporary application achievements of traditional culture to the society, forming a virtuous cycle of “innovation-dissemination-identity” and expanding the social foundation for cultural inheritance^[12-13].

3.5. Integrate internal and external resources to build a collaborative support system for the innovative transformation of traditional culture

To promote the value realization of traditional culture in modern innovation and entrepreneurship, universities need to integrate internal and external resources to build an interdisciplinary and cross-field support ecosystem. First, promote multi-disciplinary collaboration within the university. Break down college and department barriers, form a teaching and research team composed of teachers from humanities, art, design, business and other disciplines, and jointly develop courses, workshops and practical projects centered on the innovative transformation of traditional culture. Make full use of on-campus cultural venues, digital resource platforms and traditional craft spaces to provide students with an accessible and experiential cultural innovation practice environment. Second, expand external cooperation networks. Co-build “cultural innovation practice bases” with local governments, cultural institutions, intangible cultural heritage inheritance groups, cultural and creative enterprises, etc., and introduce real projects such as local cultural brand building, the contemporary development of traditional crafts, and the digital communication of cultural heritage, enabling students to understand the social value and economic potential of cultural resources in practice. Establish a sustainable collaborative mechanism through project-based cooperation, joint laboratories, incubation funds and other forms. Finally, improve the evaluation and incentive mechanism. Establish an evaluation system that considers cultural understanding, innovation quality and social benefits, focusing on the project’s performance in cultural inheritance, creative expression and market integration. Set up special incentives such as the “Traditional Culture Innovation Award” to create an atmosphere that encourages cultural exploration and tolerates innovative trial and error, and continuously stimulate the internal motivation of teachers and students to participate in cultural innovation practices. Through on-campus integration, off-campus collaboration and institutional incentives, universities can build a full-chain support system for students from cultural cognition to innovative practice, helping traditional culture achieve creative transformation and innovative development in contemporary society^[14-15].

4. Conclusion

In the era of rapid globalization and informatization, as cradles of talent training, universities’ innovation and entrepreneurship education is no longer limited to skill teaching and commercial practice, but emphasizes the cultivation of students’ comprehensive qualities and family and country feelings. Integrating innovation and entrepreneurship education with the cultivation of traditional cultural awareness is not only an innovation of the traditional education model, but also an active practice of the educational mission in the new era. Universities should fully implement educational policies, actively promote the in-depth integration of innovation and entrepreneurship education and the cultivation of traditional Chinese cultural awareness, strive to cultivate high-quality talents with family and country feelings, innovative spirit and national responsibility, and contribute to the great rejuvenation of the Chinese nation.

Disclosure statement

The author declares no conflict of interest.

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