

# Research on the pathways for cultivating college students' awareness of national crisis through the history of China's War of Resistance Against Japanese Aggression—Based on the historical stories of the War of Resistance in Hainan and the educational practice at Hainan Vocational University of Science and Technology

*Jinxing Gu*

Hainan Vocational University of Science and Technology, Haikou, China

2214027498@qq.com

---

**Abstract.** This study takes the history of China's War of Resistance Against Japanese Aggression as the core educational resource, focusing on pathways to cultivate college students' awareness of national crisis. By exploring the unique value of historical stories from Hainan during the War of Resistance and integrating them with the educational practices at Hainan Vocational University of Science and Technology, the study constructs a four-in-one educational model: historical cognition – emotional resonance – practical transformation – cultural inheritance. The research employs literature analysis, case study, and action research methods to systematically review typical cases and the spiritual connotations in Hainan's War of Resistance history, and to analyze the current status and problems in educating college students on crisis awareness. Based on this analysis, the study designs educational pathways across four dimensions: curriculum system construction, innovation in practical teaching, immersion in campus culture, and collaborative education with society.

**Keywords:** history of the War of Resistance Against Japan, awareness of national crisis, Hainan War of Resistance stories, educational pathways, personal and national security

---

## 1. Introduction

Research on crisis awareness education both domestically and internationally has mainly focused on areas such as national security and social crisis response, while studies that integrate the history of the War of Resistance with crisis awareness education remain relatively insufficient. Foreign research, such as Huntington's Clash of Civilizations theory, largely examines crisis awareness from the perspective of international politics but lacks exploration of the educational value of historical resources [1]. In domestic studies, Li Jiqing and others argue that the spirit of the War of Resistance has significant practical significance and value for promoting modernization, achieving national reunification, safeguarding world peace, and facilitating common development today. However, specialized research specifically addressing crisis awareness education remains weak [2].

Regarding regional studies on the War of Resistance, the Hainan War of Resistance Chronicle, compiled by the Party History Research Office of the CPC Hainan Provincial Committee (Hainan Local Chronicles Office), systematically documents the anti-Japanese efforts of the Qiongya Column. Yet, research on integrating regional War of Resistance history with pathways for cultivating college students' crisis awareness is still lacking [3]. In terms of educational practice, there is relatively little research on how vocational colleges can develop crisis awareness education tailored to their own characteristics. In this context, the exploration undertaken by Hainan Vocational University of Science and Technology is innovative.

Within the broader strategy of realizing the great rejuvenation of the Chinese nation, the historical cognition and crisis awareness of the younger generation are directly related to the nation's future and destiny. Currently, the world is undergoing unprecedented changes not seen in a century, with a complex and volatile international environment. Hegemonism and unilateralism are on the rise, and ideological struggles are becoming more covert and complicated. At the same time, some college students exhibit blurred historical memory, weak crisis awareness, and diminished national identity, highlighting the

urgent need to reinforce the foundation of national spirit through systematic historical education. China's War of Resistance Against Japanese Aggression, as the first complete victory in modern China's national liberation wars, contains rich patriotic spirit and wisdom in crisis response, making it a valuable resource for educating college students about national crisis awareness. Constructing a complete patriotic education system also depends on crisis awareness education as a key component for strengthening national cohesion.

Hainan, as the southern gateway of the country, has a War of Resistance history with unique regional characteristics and important historical significance. From 1939 to 1945, the Japanese army committed horrific atrocities on Hainan, where approximately 400,000 of the then 2 million residents were killed. The invading forces burned, killed, and looted wherever they went, resulting in numerous horrific incidents such as the Beian Dayang Massacre and the Luo Le Massacre. They also left behind compelling evidence, including the Tiandu "Ten-Thousand-Person Pit" and the Basuo Tan "Ten-Thousand-Person Pit." The Tiandu pit, located 1.5 kilometers southeast of Huangniling and northwest of Tiandu Village in Jiyang District, Sanya City, Hainan Province, was a site where, in 1939, the Japanese army exploited war-for-war labor from Korea, Guangdong, Taiwan, Hong Kong, Macau, and Hainan to mine iron ore. Between 1940 and 1945, nearly 10,000 laborers died under Japanese enslavement. The Basuo Tan pit, created in 1941 for the construction of the Shilu-to-Basuo railway and port to transport iron ore, saw only about 2,000 of 20,000 laborers survive, with the deceased buried in a 200-square-meter pit [4]. These "ten-thousand-person pits" silently testify to the atrocities committed by the Japanese invaders and highlight the life-and-death crisis faced by the Chinese nation, providing vivid materials for educating college students on crisis awareness.

From a theoretical perspective, crisis awareness education offers an important dimension for patriotic education that combines alertness with practicality, enriching the theoretical system of national crisis awareness education. From a practical perspective, integrating this with the educational exploration at Hainan Vocational University of Science and Technology provides a feasible pathway model for crisis awareness education in higher education, which is significant for enhancing the effectiveness of patriotic education.

## **2. The value of the history of the War of Resistance Against Japan for cultivating college students' awareness of national crisis**

### **2.1. The connotation and contemporary significance of the Chinese nation's crisis awareness**

The Chinese nation's crisis awareness is a rational recognition based on national history and contemporary circumstances, forming an alert attitude toward challenges to national survival and development. Its core components are national identity, historical mission, and a sense of responsibility. From Qu Yuan's lamentation "Sighing long and wiping my tears" reflecting concern for the nation and the people, to Gu Yanwu's assertion that "the rise and fall of the nation is the responsibility of every citizen," crisis awareness has always been an integral part of national spirit.

In the security landscape of the new era, crisis awareness has expanded beyond traditional security domains such as military aggression and territorial sovereignty to non-traditional areas including cultural infiltration, economic sanctions, and technological blockade. In terms of affected populations, crisis awareness has extended from a few leaders and scientific personnel to managers, ordinary workers, and even college students across various sectors. As future builders of the nation, the strength of college students' crisis awareness directly affects the country's ability to respond to complex situations. Cultivating crisis awareness is a strategic necessity for inheriting national spirit and safeguarding national security, aligning with the requirements of the Patriotism Education Law of the People's Republic of China regarding historical and national security education for young students [5].

### **2.2. Analysis of the crisis awareness educational resources in the history of China's War of Resistance**

1. **Historical Memory:** The War of Resistance represents the Chinese nation's most profound crisis experience. The 400,000 casualties in Hainan during the war and historical relics such as the "ten-thousand-person pits" vividly demonstrate the brutality of crisis, awakening awareness of the value of peace and the need for vigilance.

2. **Spiritual Value:** The nationalist spirit formed during the war, centered on patriotism—such as concern for the fate of the nation and unwavering courage in the face of death—constitutes the spiritual core of crisis awareness education. The Qiongya Column's steadfastness, epitomized by "the red flag remained unfallen for twenty-three years," exemplifies this spirit.

3. **Practical Wisdom:** Crisis management strategies developed during the war, such as establishing a united front against Japan and conducting guerrilla warfare behind enemy lines, contain rich wisdom in crisis response, offering methodological insights for contemporary college students facing complex crises.

### 2.3. The unique educational value of Hainan's War of Resistance history

1. Resilience of Isolated Island Warfare: The Qiongya Column persisted in behind-enemy-lines resistance despite being far from the central leadership and lacking external support, creating the "isolated island resistance" miracle. This highlights the survival resilience of the Chinese nation under extreme adversity, such as the tactical ingenuity of "breaking into smaller units" during the 1942 anti-sweep operations [3].

2. Coordination among Diverse Actors: During Hainan's resistance, multiple actors—including the Qiongya Column, overseas Chinese, and ethnic groups such as the Li and Miao—cooperated. For example, the "Baisha Uprising" organized by Li ethnic leader Wang Guoxing demonstrates the unity of the entire nation in resistance, helping college students understand the importance of solidarity in crisis response.

3. Expression of Regional Culture: Hainan's resistance incorporated local cultural elements such as dialect folk songs and tropical island guerrilla tactics. For instance, the Qiongya Wartime Ballads created by the Qiongya Column are rich in "local flavor," using native narratives to emotionally connect college students with history.

4. Strategic Location as a Warning: Hainan, as a strategic point in the South China Sea, served as a springboard for Japanese southern invasions. The historical fact that the Japanese constructed airports and ports in Hainan in 1941 helps college students develop a comprehensive awareness of maritime territorial security. Warning from Painful History: The tragic loss of 400,000 people and sites such as the "ten-thousand-person pits" provide a direct reminder of the destructive nature of crises. This strengthens college students' vigilance, echoing the lyrics of the national anthem March of the Volunteers: "The Chinese nation faces its greatest peril," which continually reminds people of the importance of preparing for danger in times of peace.

## 3. Current situation and problem analysis of crisis awareness education for college students at Hainan Vocational University of Science and Technology

### 3.1. Foundational conditions for crisis awareness education

1. Regional Resource Advantages: The university is adjacent to historical sites such as the former headquarters of the Qiongya Column, the residence of Feng Baiju, the Tan Kou blocking battle site, and Zhongkai Village. Together with the Haikou Museum, the university co-established the "Qiongya War of Resistance History Education Base," facilitating on-site teaching.

2. Disciplinary and Professional Characteristics: Majors such as navigation and marine engineering are closely linked with the development of the Hainan Free Trade Port, allowing integration of content related to maritime territorial security and emergency response into crisis awareness education. For example, historical lessons on protecting maritime transport lines during Hainan's War of Resistance can be incorporated.

3. Tradition of Practical Teaching: As a vocational institution, the university collaborates with enterprises such as Hainan Airlines and Port Holdings to conduct emergency drills and safety training, providing a practical platform for translating crisis awareness education into action.

### 3.2. Existing practices and achievements

1. Historical Education within the Curriculum: In the course Outline of Modern Chinese History, emphasis is placed on Hainan's War of Resistance history and the historical context of the national anthem March of the Volunteers, interpreting the significance of the line "The Chinese nation faces its greatest peril." An elective course Spirit of the Qiongya War of Resistance systematically analyzes the anti-Japanese struggle of the Qiongya Column. Crisis elements are also integrated into professional courses; for example, Maritime Safety incorporates lessons on protecting sea transport lines during the war.

2. Historical Experience in "Walking the Ideological and Political Education" Practice: The School of Marxism fully utilizes Hainan's local War of Resistance resources to carry out "Walking the Ideological and Political Education" activities. Students are organized to visit sites such as the Tan Kou blocking battle site, Tiandu and Basuo Tan "ten-thousand-person pits," Feng Baiju's former residence, and Zhongkai Village. By listening to on-site explanations and observing historical relics, students gain a direct understanding of Japanese atrocities and the crises faced by the Chinese nation. Activities such as "Retracing the Qiongya War of Resistance Route" involve students hiking through the former anti-Japanese base in Wuzhishan, Qiongzong County, allowing them to experience the hardships of wartime conditions. Lectures are also organized with descendants of Qiongya Column veterans, followed by student interviews to explore detailed war stories. For instance, when General Feng Baiju's nephew was invited to speak about his uncle's experiences in Hainan's War of Resistance, students engaged in dialogue to further uncover the spiritual significance behind the history. Practical activities are also combined with professional characteristics. For example, navigation students simulate wartime maritime transport and protection scenarios, while students in tropical agriculture-related majors study agricultural production and grain security strategies during the war, closely integrating professional knowledge with historical education.

3. **Historical Immersion in Campus Culture:** The university has established a “Hainan War of Resistance History” cultural corridor, displaying historical materials on the “ten-thousand-person pits” and the establishment of the national anthem. It organizes themed speech contests on the “Spirit of the Qiongya War of Resistance” and stages dramas reflecting the Li ethnic support efforts, such as Echoes of Wuzhishan. Air-raid drills are conducted on commemorative days such as the “September 18th” anniversary.

4. **Historical Transmission through Social Collaboration:** Activities such as “War of Resistance History into Communities” are conducted in districts including Meilan and Wenchang. Related publications also feature dedicated columns, such as “Memory of the Qiongya War of Resistance.”

These practical activities have, to a certain extent, enhanced students’ historical cognition and crisis awareness. According to a 2024 questionnaire conducted by the university (data from the Implementation Plan for Patriotic Education at Hainan Vocational University of Science and Technology), 82% of students reported that learning about Hainan’s War of Resistance history enhanced their understanding of “national security,” and 76% felt that the stories of the Qiongya Column inspired their sense of responsibility [6]. Among students participating in the “Walking the Ideological and Political Education” practice, over 90% reported that the activities deepened their historical perception and significantly strengthened their crisis awareness.

### 3.3. Existing problems and deficiencies

1. **Lack of Systematic Educational Content:** Crisis awareness education is dispersed across courses and activities, lacking a systematic design of “cognition – experience – practice.” STEM majors rarely integrate technological crisis cases from the war period, and the crisis awareness conveyed through the national anthem has yet to form a coherent framework.

2. **Insufficient Depth in Practical Teaching:** Existing activities often remain at the level of site visits and lectures, lacking crisis scenario simulations. For example, visits to historical sites rarely include role-playing or strategic planning exercises, and national anthem education lacks practical activities that explore its deeper significance.

3. **Insufficient Scientific Evaluation Mechanisms:** Current assessment relies mainly on questionnaires and activity summaries, without the use of scientific tools such as crisis simulation tests or historical cognition assessments, making it difficult to quantitatively evaluate students’ understanding of the national anthem’s embedded crisis awareness.

4. **Inadequate Integration of Social Resources:** Collaboration with the Qiongya Column Memorial Museum is limited to site visits and does not extend to course development. National anthem education has not established partnerships with cultural institutions, leaving the educational value of social resources underutilized.

5. **Insufficient Professional Expertise among Teachers:** Most teachers lack professional training in crisis awareness education. Their interpretations of the historical background of the national anthem and war-time crisis cases are insufficiently in-depth, and there is a shortage of interdisciplinary teachers who are knowledgeable in both history and crisis management.

## 4. Designing pathways for college students’ crisis awareness education based on Hainan War of Resistance history

### 4.1. Constructing a “three-dimensional integrated” curriculum system to solidify the foundation of crisis cognition

1. **Integration of History and Crisis Theory:** A “Crisis Awareness” module is added to the course Outline of Modern Chinese History, systematically analyzing military and economic crises during Hainan’s War of Resistance, and using historical facts such as the Tiandu and Basuo Tan “ten-thousand-person pits” to interpret the crisis logic behind Japanese atrocities. An elective course, Crisis Management and National Spirit, analyzes the Qiongya Column’s crisis decision-making during anti-sweep operations from a management perspective, and draws comparisons with contemporary international crisis responses. Work is underway to compile a school-based textbook, Hainan War of Resistance History and Crisis Awareness Education, which includes cases such as the Tan Kou blocking battle and overseas Chinese support, accompanied by “crisis analysis” reflection questions. A dedicated chapter explores the crisis awareness embedded in the national anthem March of the Volunteers, including historical controversies—such as some experts proposing to modify the lyrics and Mao Zedong and Zhou Enlai supporting retention of the original words—explaining the real-world warning significance of “the most dangerous time.”

2. **Integration of Professional Education and Crisis Education:** Navigation Majors: Historical lessons on defending maritime transport lines during Hainan’s War of Resistance are incorporated into Maritime Traffic Safety Management via a “Wartime Maritime Crisis Warning” module. Practical training simulates maritime emergency rescue, recreating the 1941 scenario in which the Qiongya Column protected supply lines at sea. Information Technology Majors: Using wartime cryptography and intelligence transmission as entry points, Information Security includes a “Historical Cryptography” practical project. Students simulate the encryption techniques of Hainan’s underground party during the war, understanding the importance of technology in crisis response. Agriculture Majors: Wartime food shortages in Hainan serve as a case study in Tropical Agricultural Technology, with

lessons on “Wartime Agricultural Crisis Management” and hands-on experiments in disaster-resistant crop cultivation, reflecting the Qiongya Column’s self-reliance strategies.

3. Integration of Explicit and Implicit Courses: Explicit courses clarify crisis awareness goals—for example, Ideology, Ethics, and Law emphasizes “historical mission” while combining the spirit of the national anthem to cultivate responsibility. Implicit courses subtly embed crisis awareness—for instance, campus radio features a column “Today in War of Resistance History,” the library sets up a “War of Resistance History and National Security” bookshelf, and freshmen orientation includes a “National Anthem and National Crisis” lecture. Table 1 presents the curriculum design based on crisis awareness education of Hainan’s War of Resistance Against Japanese Aggression.

**Table 1.** Curriculum design for crisis awareness education based on Hainan War of Resistance history

Course Type	Specific Course	Integration with Hainan War History	Crisis Awareness Cultivation Goal
Compulsory Core Course	Outline of Modern Chinese History	Hainan War of Resistance, national anthem controversy	Understand the historical origins of national crisis
Professional Elective	Maritime Safety Management	Protection of Hainan wartime maritime transport lines	Develop maritime crisis response capabilities
School-Based Specialty Course	Spirit of the Qiongya War of Resistance and Crisis Response	Resilience and wisdom of isolated island warfare	Enhance crisis decision-making ability in adversity
Practical Course	Crisis Simulation Training	Tactical exercises for Tan Kou blocking battle, national anthem scenario enactment	Improve teamwork and adaptability in crisis scenarios

#### 4.2. Innovating the “scenario – experience – practice” teaching model to strengthen emotional resonance of crisis awareness

1. Historical Scenario Restoration Teaching: VR technology is used to recreate Hainan War of Resistance scenes, such as the Japanese landing at Haikou in 1939 and the enslavement of laborers at the Tiandu “ten-thousand-person pit,” allowing students to “experience” moments of crisis firsthand. At the Tan Kou blocking battle site, “on-site micro-lessons” are conducted, with history teachers and memorial museum guides jointly explaining the background of the battle. Students, using AR devices, can “see” virtual combat scenarios and feel the tension when a crisis unfolds.

2. Role-Play Experience Teaching: Students participate in role-playing activities as “Qiongya Column soldiers,” divided into groups to play commanders, Li ethnic supporters, and other roles, simulating the planning of anti-sweep operations to experience crisis response under material scarcity. Theme class meetings such as “Hainan College Students in 1939” encourage students to imagine themselves in wartime Hainan universities, exploring how they could protect the “flame of learning” under Japanese invasion. Discussions are linked to the background of the national anthem to reflect on the crisis responsibility inherent in “education to save the nation.”

3. Crisis Practice Training: “Campus Crisis Response” drills are conducted, simulating crises such as fires and online public opinion events. These scenarios incorporate the Qiongya Column’s wartime strategy of “dividing into smaller units,” training students’ emergency response capabilities. Innovative projects such as “Technological Crises during the War of Resistance” are organized. For instance, based on the wartime scarcity of medical resources in Hainan, students design simple medical device models, fostering innovative thinking in “technological crisis management.”

4. Red-Themed Study Tours: A “Hainan War of Resistance Historical Study Route” is designed, including stops at the Haikou Qiongya Column reorganization site → Wenchang Nanyang anti-Japanese base → Qiongzong Wuzhishan revolutionary base memorial park → Danzhou Oath Alliance memorial park. During the study tour, “crisis challenge tasks” are set, such as locating concealed granaries at the Wenchang base site, allowing students to experience wartime material crises. In the study tour summary, students combine insights from the national anthem’s spirit to write reflections on “crisis responsibility in the new era.”

#### 4.3. Building a “culture – communication – network” immersion system to foster crisis awareness

1. Construction of Campus Cultural Spaces: A “Spirit of the Qiongya War of Resistance” themed cultural square is established, featuring introductions to wartime figures such as Feng Baiju and Wang Guoxing. Prominently displayed are their crisis-era quotes, such as Feng Baiju’s pledge: “We will not withdraw until we defeat the Japanese invaders.” Corridors of academic buildings are transformed into a “Hainan War of Resistance Historical Time-Space Corridor,” presenting a chronological timeline of major events from 1939 to 1945. Interspersed are warning images of the “ten-thousand-person pits” and graphical illustrations of the national anthem’s creation, with interactive QR codes in each section prompting “crisis reflection.”

2. **Cultivation of Branded Cultural Activities:** The university launches the cultural festival “Memory of the Qiongya War of Resistance and Contemporary Crises,” featuring three main thematic events: a historical drama performance *Beacon Fire in Qiongya*, an anti-Japanese song choir competition (requiring *March of the Volunteers* with lyric interpretation), and a debate contest on “Crisis and Responsibility.” A themed essay contest, “Oaths before the Ten-Thousand-Person Pit,” encourages students to combine historical facts from the Tiandu pit with the spirit of the national anthem to reflect on contemporary youth’s crisis responsibility. Outstanding works are displayed as campus cultural boards.

3. **Integrated Media Communication Matrix:** A WeChat official account, *Haikou War of Resistance Stories*, regularly posts articles on Hainan’s wartime history and crisis awareness. A dedicated column, “Crisis Memories in the National Anthem,” serializes controversies and significance surrounding the anthem’s establishment. Short micro-videos on Douyin present historical episodes such as the Tan Kou blocking battle and overseas Chinese support in a format appealing to young audiences, ending each video with a segment of the national anthem and the caption: “Stay vigilant in times of peace; we must strengthen ourselves.” A Hainan War of Resistance Digital Museum is constructed, consolidating resources such as “ten-thousand-person pit” records, Qiongya Column archives, and original national anthem manuscripts, providing online visits and crisis knowledge testing, including questions on the lyrics’ embedded meanings.

4. **Student-Led Communication Platforms:** The student club *Qiongya War of Resistance Spirit Study Society* organizes three main activities: historical research (compiling crisis response cases from Hainan’s war period), campus presentations (lectures on “Crisis Awareness in the National Anthem”), and social services (visiting primary and secondary schools to share war history and anthem stories). Students are encouraged to create new media works related to wartime history, such as the animated short *Sparks of Wuzhishan*, featuring a Li ethnic girl supporting the Qiongya Column, and the microfilm *The Most Dangerous Time*, inspired by the anthem’s creation. These works are screened at campus film festivals and distributed on short-video platforms.

#### 4.4. Establishing a “university – local – military – society” collaborative mechanism to expand crisis education resources

1. **Deep Collaboration with Local Party History Departments:** The university has signed a Red Culture Education Cooperation Agreement with the Hainan Provincial Party History Research Office, clearly stating the goal of “jointly building practice bases and exploring Qiongya revolutionary archives,” and promoting the integration of war history case studies into the classroom. Party history experts are invited to participate in the design of the university’s crisis awareness education programs to ensure historical accuracy. Collaborative research projects on “Crisis Response during Hainan’s War of Resistance” are conducted, involving faculty and students in archival organization, such as analyzing the Qiongya Column’s strategies for food and medical crises, producing research outcomes that can be transformed into educational content.

2. **Co-Building Crisis Education Bases with Military Units:** The university establishes a civil-military cooperation relationship with a unit of the Hainan Military District. Activities such as “Open Day at the Barracks” allow students to experience modern military training and compare it with the Qiongya Column’s wartime weaponry, enhancing awareness of technological crises. Military experts are invited to deliver lectures on “South China Sea Security,” linking wartime coastal defense crises to current national maritime security challenges. Students are also guided to write research reports, e.g., *From the Qiongya War of Resistance to South China Sea Defense*.

3. **Crisis Practice through Community and Enterprise Engagement:** Collaboration with Meilan District communities in Haikou facilitates the “War of Resistance History into Every Home” initiative, where students narrate Hainan war history to residents, highlighting “ten-thousand-person pit” facts and the national anthem’s spirit, while collecting oral histories from elderly residents. Partnerships with enterprises such as Hainan Airlines and Hainan Power Grid integrate wartime crisis response cases (e.g., Qiongya Column logistics strategies) into staff training, and provide students with internships in crisis management, such as assisting in the development of corporate emergency plans, drawing lessons from wartime crisis strategies.

4. **Forming Educational Alliances with Memorials and Foundations:** The university co-establishes a Crisis Awareness Education Practice Base with the Qiongya Column Memorial, implementing a “Six-in-One” practical project: visiting a “ten-thousand-person pit” exhibition, listening to a Qiongya Column crisis response story, practicing a wartime survival skill (e.g., foraging), participating in a crisis response seminar, completing a crisis awareness report, and designing a campus crisis education plan. Support is sought from the Hainan Overseas Chinese War History Foundation to establish the Qiongya War of Resistance Spirit Heritage Scholarship, awarding students who excel in crisis awareness education and funding research projects on “Hainan War of Resistance History and Contemporary Crises.”

#### 4.5. Strengthening the crisis education capacity of the teaching staff

1. **Forming an Interdisciplinary Crisis Education Teaching Team:** Teachers from history, management, psychology, and related disciplines are integrated, and experts in Hainan party history and practical crisis management are invited to form a comprehensive teaching team. The team systematically develops crisis awareness education courses, such as the faculty training

course Crisis Management in Hainan War of Resistance History. Teachers participate in field study trips to sites like the Tiandu Ten-Thousand-Person Pit and the Qiongya Column Memorial, using on-site teaching and archival research to deepen their understanding of Hainan's wartime history and master methods for crisis awareness education.

2. Conducting Training to Enhance Crisis Education Teaching Skills: Regular "Crisis Awareness Education Teaching Workshops" are held, inviting provincial and national experts to instruct on integrating war history with crisis theory, designing situational teaching, and transforming the spirit of the national anthem into educational practice. Teachers also participate in "Crisis Simulation Teaching Competitions," where courses must incorporate Hainan War of Resistance cases—for example, simulating the Qiongya Column's crisis decision-making in a Management course—thereby enhancing teachers' ability to integrate war history with professional instruction.

3. Establishing a Teacher Assessment Mechanism for Crisis Education: The effectiveness of crisis awareness education is incorporated into teacher evaluation systems, such as assessing the quality of integrating wartime crisis cases into professional courses and the outcomes of guiding students in crisis practice activities. An Excellence in Crisis Awareness Education Teaching Award is established to recognize teachers who demonstrate outstanding performance in course development and practical instruction, creating an incentive mechanism.

## **5. Implementation outcomes and prospects of the crisis awareness education path at Hainan Vocational University of Science and Technology**

### **5.1. Preliminary implementation outcomes**

1. Improvement in Students' Crisis Cognition and Historical Identification: After one semester of implementing the crisis awareness education path, surveys show that 91% of students could accurately name the main leaders of the Qiongya Column and their wartime deeds (a 15% increase). Additionally, 85% of students reported that "through studying Hainan's War of Resistance history and the national anthem, I gained a deeper understanding of crises in fields such as science and culture." Students independently produced 30 new media works themed on the war of resistance, which circulated widely on campus.

2. Enhancement of Practical Ability and Sense of Responsibility: In the Campus Crisis Simulation Training, students' emergency response speeds increased by 40%. Maritime students designed Maritime Emergency Rescue Plans drawing on wartime communication experience, receiving high praise from industry experts. Approximately 3,000 students participated in "Qiongya War of Resistance Spirit" presentations, spreading historical memory to the wider community. Students also self-organized "National Anthem Flash Mob" events at multiple Haikou landmarks, attracting public attention.

3. Significant Outcomes in Socially Collaborative Education: The "Crisis Education Base" co-established with a unit of the Hainan Military District received multiple visits from universities across the province and beyond. Media coverage of the university's crisis awareness education practice exceeded ten reports, forming a crisis education model of "local history + vocational education." Neighboring universities such as Hainan Normal University and Haikou University of Economics have visited for study and exchange.

### **5.2. Challenges**

1. Sustainability of Educational Effect: Short-term activities easily evoke emotional resonance, but cultivating crisis awareness is a long-term process. A sustainable mechanism is needed, such as integrating crisis education into students' four-year curriculum, to prevent the educational impact from fading over time.

2. Variability in Student Participation: Students in STEM majors show relatively lower participation in history-related activities (approximately 65%). More profession-specific content is needed—for example, integrating wartime weapon maintenance techniques into mechanical and electrical courses—to increase engagement.

3. Depth of Social Collaboration: School-community collaborations often remain at the activity level, and joint development of crisis management courses with enterprises has been slow (only two courses completed). Collaborative education agreements need improvement, clearly defining responsibilities and rights in course development and practice base construction.

### **5.3. Future development prospects**

1. Strengthening Curriculum and Resource Development for Crisis Awareness Education: Develop a school-based textbook Hainan War of Resistance History and Crisis Awareness Education and establish a digital resource repository for the "Qiongya War of Resistance Spirit." Improve the "Six-in-One" practical project in collaboration with the Qiongya Column Memorial Hall. Regularize student micro-class activities, such as Crisis Memory in the National Anthem, as a recurring competition project within the Outline of Modern and Contemporary Chinese History course.

2. Deepening the Application of Digital Technology: Utilize AI and big data to develop a Hainan War of Resistance Virtual Simulation Teaching System, featuring decision-making simulation modules under various crisis scenarios (e.g., the Qiongya Column's counter-"sweeping" operations, cultural crisis management during the national anthem's creation). This will enhance interactivity and immersion in practical teaching.

3. Expanding Crisis Education with an International Perspective: Compare crisis response cases in the Hainan War of Resistance with those in the global anti-Fascist war. Invite descendants of Southeast Asian overseas Chinese to the university to share historical accounts of overseas support for Hainan's resistance, cultivating students' international crisis awareness and reinforcing the concept of a shared human destiny.

4. Forming a Replicable Education Model: Summarize the "local historical resources + vocational education characteristics" model of crisis awareness education. Promote it through national vocational college patriotism education seminars and online training, providing new pathways for crisis awareness education in higher education institutions.

5. Establishing a Crisis Awareness Education Evaluation System: Develop a College Student Crisis Awareness Assessment Index, designing quantitative indicators across four dimensions: historical cognition, crisis vigilance, response capability, and sense of responsibility. Conduct assessments each semester to build individualized development portfolios for students' crisis awareness.

## 6. Conclusion

This study explores the educational value of Hainan's War of Resistance Against Japanese Aggression and, combined with the practices at Hainan Vocational University of Science and Technology, constructs a crisis awareness education pathway for college students based on local historical resources. The findings indicate that the history of the War of Resistance, particularly the tragic events of Hainan and the fighting spirit of the Qiongya Column, provides vivid and impactful teaching materials for cultivating crisis awareness. The practices at Hainan Vocational University of Science and Technology demonstrate that integrating crisis awareness education with the characteristics of vocational education—through curriculum integration, experiential learning, cultural immersion, and social collaboration—effectively enhances students' historical identity and sense of responsibility in crises, while also having profound implications for improving their professional safety literacy.

Crisis awareness should be considered a "basic competency" for all members of society. Only by cultivating this competency can individuals develop a historical consciousness for safeguarding personal and social security, recognize hidden risks across different fields and populations, and truly strengthen personal and national security. Crisis awareness education not only enhances patriotic education by enabling students to resonate experientially with history but also fosters a sense of responsibility, professional safety, and national security awareness. In the journey toward the great rejuvenation of the Chinese nation, cultivating college students' crisis awareness is not only a task of historical education but also a requirement for personal and national security and a crucial avenue for developing professional safety literacy. Looking forward, it is necessary to further explore and transform historical resources from the War of Resistance, innovate educational methods, and build a comprehensive crisis awareness education system, enabling the younger generation to genuinely shoulder the historical mission of "remembering danger in times of safety and vigilance in times of stability" and contribute to national development and the rejuvenation of the nation.

## References

- [1] Huntington, S. (2005). Who are we? The challenges to America's national identity. Xinhua Publishing House.
- [2] Li, J. (2005). The spirit of the War of Resistance and its contemporary value. *Journal of Southwest Normal University (Humanities and Social Sciences Edition)*, (6), 125–128. <https://doi.org/10.13718/j.cnki.xdsk.2005.06.027>
- [3] Hainan Provincial Committee Party History Research Office & Hainan Local Records Office. (2025). *Chronicle of the War of Resistance in Hainan*. Southern Publishing House.
- [4] Fu, H. (1996). *Storms of blood under the iron hoof: The atrocities of the Japanese army in Hainan*. Hainan Publishing House.
- [5] Standing Committee of the 14th National People's Congress. (2023). *Patriotism Education Law of the People's Republic of China*. [http://www.npc.gov.cn/npc/c2/c30834/202310/t20231024\\_430152.html](http://www.npc.gov.cn/npc/c2/c30834/202310/t20231024_430152.html)
- [6] Hainan Vocational University of Science and Technology. (2023). *Implementation plan for patriotism education at Hainan Vocational University of Science and Technology (2023–2025)* [Unpublished institutional policy].