

AN EXPLORATION OF APPROACHES TO INCORPORATING RED CULTURE INTO VOCATIONAL EDUCATION

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Abstract: *Integrating red culture into vocational education is an important way to fulfill the fundamental task of cultivating students' moral character and nurturing talent. It is an effective method to enrich revolutionary spirit and fine traditions, and an important measure to foster students' patriotic feelings. Considering the current development status of vocational education, we explore the existing deficiencies. Focusing on inheriting the red gene, promoting the revolutionary spirit, and cultivating skilled talents with both moral integrity and practical abilities, we aim to promote the high-quality development of vocational education. Addressing the practical needs of contemporary college students, such as career development planning, employment concepts, and shaping professional values, and conducting in-depth research on innovative integration models of red culture and vocational education. By analyzing typical cases, we propose practical and operable solutions, which will provide important theoretical basis and methodological references for the reform, innovation, and the enhancement of the connotation of vocational education.*

Keywords: *Red Culture; Vocational Education; Integration Path; Practical Exploration*

The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) states: "We need to vigorously develop vocational education. Vocational education should be oriented towards everyone and society, focusing on cultivating students' professional ethics, skills, and employment and entrepreneurship abilities." [1]With the development of technology, the status of vocational education has become more prominent, and it is imperative to guide students to establish correct values.

1. The Importance of Integrating Red Culture into Vocational Education

Red culture refers to the general name of the spiritual culture, institutional culture and material culture forged by the CPC and the broad masses of the people during the revolutionary period and the socialist construction period. [2]Red culture is an important component of cultural soft power. Soft power and hard power are the two wings of comprehensive national strength, like the two wheels of a car. Integrating red culture into vocational education can help enhance China's cultural soft power, boost college students' cultural confidence, and promote high-quality development of vocational education.

1.1. Inherit the red gene and promote the revolutionary spirit

Red culture embodies the noble spirit written by revolutionary martyrs with their blood and lives, carrying a profound historical heritage and precious revolutionary traditions. Integrating this cultural essence into the vocational education system can guide young students to deeply understand the value of the revolutionary spirit of the times, cultivate patriotism in a subtle way, and strengthen their sense of mission and responsibility. [3]The reason why China's over 5000 year history and culture have never been interrupted and have a long history is because culture itself has vitality. Today, information is so developed that everyone can act as a self-media person. The Internet links the whole world and faces the challenge of western ideology penetration. Red culture can shoulder the historical mission of guarding ideological positions. Red culture has injected new vitality into vocational education with its unique contemporary values and spiritual connotations.

1.2. Enhance the educational effectiveness of vocational education.

Integrating red culture into vocational education can not only enhance students' patriotism and sense of social responsibility, but also improve the educational effectiveness and social influence of vocational education. [4]Vocational education can be said to be closely related to students themselves. People's living conditions are getting better and better, but the younger they are, the less they may be able to endure the hardships of the older generation. The spirit of daring self revolution and the spirit of hard work are gradually fading away. Lying down to watch videos, sitting to play games, walking while playing with mobile phones, when someone walks towards the workplace, they may feel disgusted with low wages, thinking that overtime is too much, and thinking that interpersonal relationships are too difficult to handle, etc. All of these have become commonplace. The integration of red culture into vocational education allows us to feel the spirit of sacrifice and dedication by the older generation of revolutionary comrades through their revolutionary deeds, understand that their sacrifices and dedication have led to today's happy life, and realize clearly that "there is no such thing as a peaceful time, it's just that someone has endured the hardships we deserve".

1.3. Promote the comprehensive development of students.

With the continuous development of information technology, AI has replaced ordinary workers on assembly lines, and the job market has put forward higher requirements for graduates. This has made students realize the need to comprehensively develop themselves and improve their overall quality. Red culture not only requires students to understand historical knowledge, but also to be familiar with the touching stories behind the deeds of red culture and understand its profound connotations. Red culture not only hones students' professional qualities, but also cultivates their spiritual character, strengthens their cultural foundation, and provides strong spiritual motivation and value guidance for cultivating new era skilled talents with both moral integrity and comprehensive development. [5]Only by keeping up with the trend of the times, constantly improving one's comprehensive literacy and learning various new skills in the development of information technology can one promote one's overall improvement and give wings to one's career planning dreams.

2. The current general situation of career selection concepts among college students after receiving vocational education

With the economic and social transformation and intensified competition in the job market, contemporary college students' career concepts are undergoing significant changes under the influence of vocational education. [6] They not only pursue personal development and professional matching, but also face practical pressure, presenting the characteristics of diversity and pragmatism coexisting.

2.1. Diversification and individualization of career concepts

Contemporary college students are no longer limited to traditional industries and positions when choosing careers, but pay more attention to personal interests and hobbies. More and more highly educated talents choose to set up stalls or open small shops, choose what they like to do, and demonstrate the value of "all pursuits of wealth through labor are worthy of respect". They no longer simply hope to find a stable job and pursue high-rise careers in the workplace. And gradually realized that the individual economy was faster than finding ordinary jobs to make money, and they put aside the so-called face. In addition, college students exhibit higher autonomy and flexibility in career choices, such as the concept of "employment first, career choice later" gradually becoming mainstream, which reflects their pragmatic attitude when facing employment pressure.

2.2. Acceptance and challenges of vocational education

At present, the basic situation of young students' employment is manifested in two aspects: the coexistence of labor force contradictions and structural contradictions, and there is a significant difference between the psychological expectations of young students and the actual employment of employers. Vocational education plays a particularly important role at this time, but the development of vocational education in universities still faces some problems. Firstly, one issue is the weak teaching staff and unreasonable curriculum design in the vocational education system, which leads to low employment quality and remuneration for graduates. Secondly, there is still prejudice against vocational education in society, and it is widely believed that practical experience in the workplace is not as important as practical experience in vocational education, which affects the career development of vocational education graduates. Thirdly, there are many scams in the job market, such as intermediary companies that pay before employment, which make college students skeptical of the job market and recruitment software.

2.3. Develop the concept of contentment and leisure

College students facing graduation still hold a wait-and-see attitude towards difficult or remote areas, as the increasingly better living conditions have led to high expectations for a good working environment and superior salary benefits. There is a tendency towards complacency or utilitarianism in career choices, and sometimes there is a restless mentality in work that fails to stay grounded. Some college graduates even rely on family subsidies and think seriously about relying solely on opportunities or wealth provided by their families, which leads to the phenomenon of unemployment among these college graduates upon graduation. Some give up on themselves, lie flat at home, do nothing and play life games. Over time, although someone have received higher education, they have lost my competitiveness in the market and workplace.

3. Problems in the Integration of Red Culture into Vocational Education Process

In the process of integrating red culture into vocational education, although it contains rich spiritual connotations and revolutionary values, there are still many problems in the actual promotion process, which restrict the effectiveness and depth of red culture education.

3.1 Some vocational colleges have insufficient understanding of red culture and lack systematic red culture education resources. A survey shows that many vocational colleges only limit red culture education to theoretical courses of ideological and political education, and fail to integrate it throughout the entire process of professional teaching. The understanding of red culture by the management of colleges and universities often stays at the surface level of revolutionary traditional education, failing to fully grasp its deep value in cultivating the craftsmanship spirit, professional ethics, and other aspects. In terms of resource construction, there is a lack of systematic red culture teaching case libraries, digital learning platforms and other supporting resources, which makes it difficult for teachers to find entry points that integrate with professional courses in the teaching process. At the same time, there is a serious lack of training in red culture teaching ability in the teacher training system, with nearly 75% of professional course teachers stating that they have not received relevant teaching training, which makes it difficult for red culture education to truly be implemented.

3.2 The integration of red culture into vocational education is single and lacks innovation. At present, some vocational colleges generally adopt the traditional mode of "theoretical indoctrination+on-site visits". According to a survey report on vocational education in a certain province, 82% of red culture education activities are still carried out in passive forms such as lectures and movie watching. This single mode is difficult to adapt to the learning characteristics of contemporary vocational college students, especially the failure to effectively use virtual reality, artificial intelligence and other modern educational technology means to improve the teaching effect. What is more noteworthy is the insufficient integration of red culture education and professional practice, while the organic integration of red elements is rarely seen in key teaching links such as practical training courses and skill competitions, which leads to the prominent phenomenon of "two skins". In addition, the integration of red culture with corporate culture and industry spirit is relatively weak, and an innovative education model with vocational education characteristics has not been formed.

3.3 Students have a weak sense of identification with red culture and a low level of participation. According to the latest research data from a certain region, only 38% of vocational college students expressed "great interest" in red culture education, and over 45% of students believe that the current education form is "dull and boring". The emergence of this phenomenon is not only due to outdated educational methods, but also closely related to content design that is detached from students' actual needs. Many red culture education programs fail to meet the career development needs of students from different majors, and lack organic connections with contemporary workplace cases, industry models, and other real-life materials. At the same time, in the context of the information age, the values of young students are becoming increasingly diversified, and some students have cognitive biases towards red culture, simply equating it with "outdated preaching". A survey conducted by a certain school shows that over 30% of students believe that red culture has little to do with personal career development. This cognitive misconception directly affects students' participation enthusiasm, with an average participation rate of less than 25% in non mandatory red culture activities. To change this situation, it is necessary to innovate educational forms, enhance interactive experiences, and transform

the essence of red culture into perceivable and practical workplace literacy for students.

4. Exploring the Path of Integrating Red Culture into Vocational Education

In recent years, with the continuous deepening of vocational education reform, the educational value of red culture in vocational education has gradually been valued, becoming an important part of the vocational education curriculum system, teaching methods, and campus culture construction.

4.1. Realize the integration of curriculum design and teaching

Infusing red culture in vocational education and innovating and reconstructing the curriculum system are effective implementation paths. Taking a vocational college in Jiangxi as an example, the school innovatively adopts the teaching mode of "reddening professional courses", organically integrating red resources such as the Jinggangshan Spirit into professional teaching, creating a unique "red professional course group", and realizing the two-way empowerment of professional skill cultivation and red spirit inheritance. At the same time, theoretical courses such as History of the CPC, Revolutionary Spirit and Time Values can be systematically offered to deepen students' theoretical cognition and emotional recognition of red culture through thematic and modular teaching design.

4.2. Increase practical activities and experiential education

Practical education, as a key lever for integrating red culture into vocational education, can deepen the effectiveness of education through immersive and experiential forms of education. Vocational colleges can make full use of revolutionary sites, martyr memorial facilities and other red resources to innovate and carry out the educational practice of "walking red classrooms". By organizing diversified practical activities such as on-site teaching of revolutionary cultural relics, exhibition of red situational dramas, and interviews with heroic deeds, students can achieve ideological sublimation through situational experiences. Taking the Wansheng Vocational Education Center in Chongqing as an example, the school has developed a practical course called "Exploring Red Memories". Through interactive forms such as revolutionary scene restoration and historical role-playing, students can deeply understand the revolutionary spirit through embodied experiences, effectively enhancing the attractiveness and infectiousness of red education.

4.3. Improve digital means and innovative expression

In the context of the digital age, intelligent technology provides an innovative path for the deep integration of red culture and vocational education. Taking a vocational college in Jiangxi Province as an example, the school fully utilizes new generation information technologies such as virtual reality (VR) and augmented reality (AR) to build a "Red Culture Digital Education Platform", creating a digital teaching resource system including 3D virtual exhibition halls and immersive revolutionary history experiences. By carrying out innovative teaching activities such as "Cloud based Red Study", breaking through the limitations of time and space, and allowing students to experience revolutionary historical scenes in person with the help of digital technology, we have achieved the transformation and upgrading of red education from traditional models to intelligent and interactive models.

4.4. Establish an evaluation system and incentive mechanism

Building a systematic quality evaluation and positive incentive mechanism is the key support to ensure the continuous improvement of the effectiveness of red culture education. Taking the innovative practice of a vocational college as an example, the school has established a "three-dimensional integrated" red education evaluation system: Firstly, the development of a "red growth electronic file" to record the learning trajectory of students participating in red education throughout the entire process; Secondly, incorporating the "red culture dissemination power" as a core competency indicator into the professional competence certification system; The third is to establish the "Red Pioneer Scholarship" and provide special rewards to students who have demonstrated outstanding performance in the inheritance of red culture. This innovative model that deeply links the cultivation of red literacy with career development incentives not only strengthens the process of evaluation, but also highlights the guidance of incentives, providing institutional guarantees for the cultivation of red culture.

5. Conclusion

The world situation is constantly changing, and challenges and opportunities coexist in various fields. In order to cultivate qualified socialist builders and successors, vocational education is very important. To accomplish this important task, we need to start from the red culture that college students are exposed to in their daily lives, from the theoretical courses of ideological and political education around them, and from the integration of the "Four Histories" in the classroom. Let the students know the source of red culture, the history, the development of socialism with Chinese characteristics, and remember the CPC members and heroes who are willing to sacrifice their lives for the revolution. The integration of red culture into vocational education is not only a value practice to implement the fundamental task of cultivating morality and talents, but also an effective integration of the theoretical courses of ideological and political education with vocational education.

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