

Research on the Integration Model of Red Culture into the Ideological and Political Education of Vocational English Courses

Dang Ruihong

Shandong Institute of Commerce and Technology, Jinan, China

Abstract: Under the circumstances of economic globalization and multicultural integration, it is a strategic initiative to deeply integrate red culture into the entire process of vocational English course to achieve the organic unity of language proficiency development and value guidance, which helps fulfill the fundamental mission of fostering virtue through education and cultivate new generations for the national rejuvenation. Based on the spiritual essence of red culture and the principles of vocational English instruction, this paper systematically constructs an educational model centered on "goal positioning, content reconstruction, pathway innovation, evaluation assurance." By deeply excavating the genetic essence of red culture, precisely aligning with professional talent development objectives, innovating a four-tier immersive teaching pathway of "Knowledge-Emotion-Intention-Action," and establishing a diverse evaluation system, the model aims to cultivate the highly-skilled technical personnel possessing "red cultural heritage, international vision, and masterful skills." This provides an applicable model for improving ideological and political education within vocational English curricula in the new era. The study emphasizes the creative transformation of red cultural resources into English teaching resources, focusing on enhancing students' cultural confidence and communicative competence within cross-cultural contexts.

Keywords: Red Culture; Ideological and Political Education in Higher Vocational English Courses; Talent Development Model

1. Introduction: Contemporary Demands and Theoretical Foundations

1.1 National Strategic Orientation

The report of the 20th CPC National Congress explicitly states: "Make good use of the revolutionary resources, deepen the promotion and education of socialist core values, and strengthen education in patriotism, collectivism, and socialism."^[1] The Ministry of Education's Guidelines for Ideological and Political Education in Higher Education Institutions (2020) emphasizes "advancing ideological and political education in courses by categorizing efforts according to professional characteristics."^[2] The Action Plan for Enhancing the Quality and Excellence of Vocational Education (2020–2023) requires "integrating the core socialist values into the entire process of talent cultivation." As an advanced culture created by the people through revolutionary, construction, and reform practices, red culture embodies ideals, convictions, patriotism, the spirit of striving, and morality -making it a valuable resource for fulfilling these requirements.^[3]

1.2 The Spiritual Core and Educational Value of Red Culture

Red culture is a unique cultural form guided by Marxism, rooted in China's outstanding traditional culture, and shaped through the great practices of Chinese revolution, construction, and reform. Its core elements include: profound patriotic sentiment (the spirit of sacrifice and dedication for national independence and people's liberation and happiness), a hardworking and enterprising style (the entrepreneurial spirit of self-reliance and striving for progress), selfless dedication (the commitment to serving the people wholeheartedly), and pioneering and innovative vigor (the spirit of emancipating the mind, seeking truth from facts, and advancing with the times). Its educational value lies in: forging the soul (strengthening the foundation of faith), solidifying the roots (cultivating patriotism), tempering the will (honing character and resolution), and guiding conduct (shaping noble character).^[4]

1.3 Current Challenges and Integration Opportunities for Ideological and Political Education in Higher Vocational English Courses

The integration of ideological and political education into vocational English courses currently faces multiple practical challenges: First, the incorporation of ideological and political elements often remains superficial, characterized by "labeling" and "forced integration," failing to achieve a tight, organic integration with the transmission of English knowledge and the cultivation of professional competencies. Second, the distinctive features of cultural education are not sufficiently pronounced, with inadequate utilization of high-quality resources such as local and institution-specific red culture, resulting in low recognition of educational content. Third, the implementation methods remain overly monolithic, relying excessively on teacher-led instruction and text-based reading. This results in low student engagement, low participation, and limited internalization of values. Fourth, evaluation mechanisms are deficient, lacking effective tools to assess the attainment of value-shaping objectives. The focus of evaluation remains disproportionately centered on language skills, neglecting the outcomes of value-oriented guidance. Nevertheless, vocational English courses present significant opportunities for the integration of ideological and political education: On one hand, English inherently possesses cross-cultural communication attributes, serving as a unique platform for telling China's stories. On the other hand, amid multicultural influences, young students urgently require mainstream values like red culture to provide spiritual resilience and nourishment. Furthermore, many institutions (such as our university located in Jinan, the capital of Shandong Province) possess unique resources of revolutionary sites, historical narratives, and exemplary figures. Therefore, this study focuses on the core question: How can the cultural essence of revolutionary traditions be systematically, deeply, and effectively integrated into the entire teaching chain of vocational English courses to establish a distinctive and highly effective ideological and political education model?

2. Research Significance: Deep Integration of Multidimensional Values

2.1 Theoretical Significance

Integrating red culture into vocational English curriculum-based ideological education holds significant theoretical importance. First, it enriches the theoretical framework of curriculum-based ideological education. By deeply exploring the intrinsic mechanisms and practical pathways for integrating red culture with vocational English, it reveals the logic of transforming cultural genes into educational efficacy, providing theoretical support for constructing school-based ideological education models. Second, it deepens research on red culture education by focusing on the creative pedagogical transformation and innovative dissemination patterns of red resources across linguistic and cultural contexts. This advances red culture education from experience summary to theoretical explanation, expanding its contemporary relevance and international expression dimensions.^[5] Third, it innovates foreign language education concepts in higher vocational education by breaking through the traditional instrumentalist orientation. It proposes and demonstrates a trinity educational objective model of "language competence as the foundation, value cultivation as the soul, and cultural dissemination as the empowerment," thereby laying a theoretical foundation for the paradigm shift in higher vocational English education that equally emphasizes humanistic and instrumental values.

2.2 Practical Significance

The study of integrating red culture into vocational English course-based ideological and political education also holds profound practical significance. In terms of educational effectiveness, deeply embedding revolutionary narratives and spirit effectively guides students to strengthen political convictions, discern right from wrong, and consciously resist erroneous trends like historical nihilism. Through language learning and cultural comparison, it systematically cultivates professional virtues and sound character traits such as diligence, integrity, teamwork, and innovation. Simultaneously, it deepens cultural identity, significantly enhancing students' ability to uphold China's stance and disseminate Chinese values in cross-cultural exchanges, thereby fortifying the foundation of cultural confidence. At the instructional level, vibrant localized red-themed materials are infused into English classrooms to overcome content monotony and ignite intrinsic motivation. An innovative "immersive experience + project-based practice" teaching model significantly boosts class engagement and student participation. A multidimensional evaluation system covering knowledge, skills, competencies, and values is concurrently established to scientifically assess educational outcomes.^[6] At the social service

level, the program focuses on cultivating highly-skilled technical professionals who possess both the "ability to inherit revolutionary heritage" and the "capacity for international narrative expression," precisely serving regional development and national strategic needs. By strengthening students' core competency to effectively tell stories of China's history and development in English, it directly empowers the enhancement of national cultural soft power and the construction of international discourse authority, providing talent support for amplifying the influence of Chinese civilization.

3. Research Content: Systematic Construction of an Educational Model

This study constructs a "four-in-one" model for integrating red culture into vocational English courses for ideological and political education, guided by a goal system, carried by a content system, supported by a pathway system, and secured by an evaluation system.

3.1 Research on the Objective Framework for Integrating Red Culture into Ideological and Political Education in Higher Vocational English Courses

Aligned with the core competency requirements of the Higher Vocational Education English Curriculum Standards (2021 Edition)—language proficiency, cultural awareness, critical thinking, and learning ability—deeply integrates the value requirements of the "Guidelines for Ideological and Political Education in Higher Education Courses," and closely aligns with the institution's talent cultivation philosophy of "Forging Spirit Through Red Culture, Building Dreams Through Craftsmanship." With the overarching goal of cultivating high-caliber technical and skilled talents for the new era who are "both politically reliable and professionally competent, morally and technically well-rounded, and possess an international perspective," specific educational objectives are set at different levels to achieve precise positioning of values, abilities, and competencies.^[7]

3.2 Research on Integrating Red Culture into the Content System of Higher Vocational English Courses

To address the challenges of fragmented ideological and political elements and the disconnect between theory and practice, this study integrates resources in a structured, sequential, and contextualized manner around the four core dimensions of red culture. It constructs a "four-in-one" teaching content module for ideological and political education in vocational English courses.

3.2.1 Construction of Core Content Modules for Integrating Red Culture into Higher Vocational English Courses

The content system aims to systematically interpret and disseminate the spiritual lineage and core values of China through rich English-translated materials. It comprises four closely interconnected modules: Module One, "Ideals and Convictions," serves as the overarching foundation, emphasizing the establishment of ideological roots. Through materials such as the English translation of The Communist Manifesto and introductions to revolutionary holy sites, it delves into the faith in Marxism and the ideals of communism. Module Two: "The Spirit of Struggle" focuses on the willpower essential for realizing ideals. It vividly showcases the nation's indomitable spirit of arduous struggle through cases like the epic Long March, the "Iron Man" Wang Jinxi, and the spirit of space exploration. Module Three: "The People's Stand" clarifies the ultimate purpose of all endeavors. Through the heroic deeds of Zhang Side, Lei Feng, and contemporary stories of pandemic response and disaster relief, it profoundly interprets the fundamental principle of "serving the people wholeheartedly" and the spirit of collectivism. Finally, Module Four, "Innovation and Practice," demonstrates the practical pathways for implementing these ideas and spirit. It systematically traces the tradition of seeking truth from facts and pioneering innovation, from Yan'an's self-reliance to reform and opening-up, and on to the technological leaps of the new era. The entire framework features a distinctive bilingual (Chinese-English) approach, integrating classic texts, historical events, and contemporary achievements to construct a complete narrative chain spanning from ideology to action and from history to the present. This provides learners with comprehensive and multidimensional red cultural resources.

3.2.2 Strategies for Integrating Red Culture into Vocational English Course Content

The integration of course content aims to systematically incorporate red ideological and political education into professional English instruction through a three-pronged approach. First, structured integration is implemented. This involves precisely matching ideological themes and materials to the

professional competency requirements of different disciplines—such as engineering, commerce, services, and arts. For instance, engineering programs incorporate the spirit of "self-reliance and relentless pursuit of excellence," while commerce programs emphasize the principles of "integrity as the foundation and win-win cooperation." This ensures targeted alignment between ideological elements and specialized knowledge. Second, implement sequential integration. Following language learning principles, incorporate ideological and political content into English courses through three progressive stages—foundational, advanced, and applied—progressing from vocabulary stories to text reading, ultimately fostering critical thinking and creative expression. Third, contextual integration is implemented through vivid scenarios such as simulated red tour guides, international exchanges, and workplace collaborations, alongside field trips and interviews. This enables learners to internalize and disseminate revolutionary spirit through authentic language use, constructing a multidimensional educational model where "professional knowledge serves as the foundation, English as the tool, and ideological education as the soul."

3.2.3 Development of the Resources Repository of Integrating Red Culture into Vocational English Course Resource

This study establishes a school-based Red Culture resource repository for English teaching, which includes: a Text Repository containing English translations of classic works, letters from revolutionary martyrs, bilingual collections of red stories, and selected historical documents; an Audio-Visual Repository with English documentaries, film clips (e.g., *The Founding of a Republic*, *The Long March*), translated red songs, and VR panoramic tours of revolutionary sites; a Corpus featuring high-frequency vocabulary, phrases, sentence patterns, and discourse examples related to the Red Culture theme; and a Case Repository comprising teaching cases, micro-lectures, and courseware for red-themed instruction across various majors and teaching activities (listening, speaking, reading, writing, translation). This repository is designed to facilitate dynamic updates, collaborative development, and resource sharing.

3.3 Construction of the Pathway System for Integrating Red Culture into Vocational English Curriculum Ideological Education

This study explores a four-stage immersive spiral path (Knowledge- Affect- Volition- Practice) to construct a student-centered, experience-driven, and practice-oriented pedagogical model. This model is designed to facilitate the transformation of Red Culture education from superficial level (seeing and hearing) to a deeper level (cognitive and affective internalization) level, and ultimately into an observable level (verbal and behavioral expression).

This instructional design first constructs a spiral-ascending model integrating red culture into English teaching, guided by the logical thread of "Knowledge-Emotion-Intention-Action." Phase One: "Knowledge" focuses on cognitive understanding and value input. Through thematic reading, audiovisual materials, and specialized lectures, it solidifies students' foundational knowledge of red culture and English terminology. Phase Two: "Emotion" emphasizes emotional resonance and value experience. Through in-depth seminars, thematic speeches, and artistic appreciation activities, it fosters an open atmosphere to stimulate students' empathy and value identification. Phase Three, "Intention," emphasizes reflective internalization and value affirmation. Through reflective writing, value analysis, and role model interviews, students connect the red spirit with personal growth and professional development, achieving value internalization. Phase Four, "Action," stresses practical externalization and value implementation. Driven by authentic tasks like project creation, volunteer service, and international exchange, students disseminate and practice the red spirit through language application and concrete actions. These four stages are not linearly progressive but form an organic whole that permeates and cycles through each other. New challenges encountered in practice trigger deeper rounds of cognitive, emotional, and reflective growth, achieving a spiral-like ascent in teaching effectiveness and the comprehensive realization of educational goals.

3.4 Establishment of a Multidimensional, Holistic, Value-Added Assessment System

This study establishes a diversified evaluation system centered on "value guidance, ability enhancement, and competency cultivation," which integrates process-oriented and summative assessments while complementing quantitative with qualitative measures. Closely aligned with the ideological and political education objectives (value identification, character shaping, and capability development), this system monitors student performance, effort, and progress across the

"Knowledge-Affect-Volition-Practice" stages. It adopts a multi-source approach combining teacher evaluation, student self-assessment, peer review, and feedback from practical units/service recipients, utilizing a comprehensive toolkit of tests, observations, logs, portfolio analysis, performance evaluations, and interviews to document positive shifts and growth in students' values, attitudes, and behaviors.

4. Implementation Guarantees for Integrating Red Culture into Vocational English Curriculum Ideological Education

4.1 Faculty Support

This study ensures faculty support by organizing specialized training in Red Culture, collective lesson preparation, and teaching observations to enhance teachers' political literacy, Red Culture proficiency, and their ability to integrate ideological and political education into teaching. It also encourages teacher involvement in Red Culture research, establishes a collaborative education mechanism among English, ideological-political, history, and discipline-specific teachers, and appoints off-campus Red Culture experts and heroic models as part-time mentors.

4.2 Resource Support

This study ensures resource support by continuously enriching and refining the school-based English resource repository for Red Culture to guarantee its accuracy, contemporaneity, and applicability; expanding the practical teaching space by utilizing platforms such as the university history museum, local Red Culture education bases, and online virtual exhibitions; and developing model classrooms and online courses for ideological and political education.

4.3 Institutional Safeguards

This study establishes institutional safeguards by integrating Red Culture into English curriculum ideology and politics within the university's talent development plan, curriculum construction guidelines, and key teaching reform projects; it initiates specific teaching reform research topics and provides recognition and awards for outstanding teaching cases, project outcomes, and student practical activities; furthermore, it incorporates the educational effectiveness of Red Culture into the course evaluation system, professional assessment, and teaching supervision framework.

5. Conclusion

Deeply integrating red culture into the ideological and political education system of vocational English courses is an essential requirement for upholding the original mission of educating for nurturing talent for the nation. It is a strategic choice to address complex ideological challenges and cultivate builders and successors of socialism. Furthermore, it serves as a crucial breakthrough for advancing innovation in vocational English teaching and enhancing the quality and substance of education. Guided by a systematic goal framework, this study employs a structured content system as its vehicle, centers on an immersive four-stage pathway of "knowledge-emotion-intention-action," and relies on a diversified evaluation system to ensure the deep integration of red cultural genes with English language learning, vocational skill development, and character cultivation. Practice demonstrates that this model effectively enhances the appeal, relevance, and effectiveness of ideological and political education within courses. Only through continuous innovation and persistent effort can we truly achieve the goal of nurturing students' souls with red culture. This will guide vocational college students to consciously inherit the red gene, hone their skills, tell China's stories in a language the world understands, disseminate Chinese values, and write a youth chapter worthy of the era on the journey toward the great rejuvenation of the Chinese nation.

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