

Research on Red Culture Boosting High-Quality Development of Vocational Education-Based on Student Behavior Theory

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Abstract: Vocational education, as the main front for cultivating high-quality technical and skilled talents, requires the integration of the spiritual core of red culture to achieve high-quality development. This paper focuses on the educational value of red culture in vocational education, analyzes the mechanism of red culture's influence on student behavior based on student behavior theory, and explores strategies and paths for red culture to boost the high-quality development of vocational education. The study finds that red culture, through its impact on students' learning behaviors, the formation of professional literacy (literacy), and the shaping of values, can effectively enhance vocational literacy and employment competitiveness. It proposes a series of measures, including optimizing the red culture curriculum system, building red practice education platforms, strengthening the construction of red culture teaching teams, and improving the evaluation mechanism for red culture education, to enhance educational quality and achieve high-quality development.

Keywords: Red culture; Behavior theory; Vocational education; High-quality development

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I. Research Background and Significance

As an essential component of China's education system, vocational education undertakes critical responsibilities such as cultivating high-quality technical and skilled talents, promoting employment and entrepreneurship, and driving socio-economic development. High-quality development of vocational education is an inevitable requirement in the new era for developing new productive forces and enhancing national competitiveness. This necessitates strengthening students' professional ethics, innovative spirit, and social responsibility alongside technical skill training. Red culture, formed under the leadership of the Chinese Communist Party during revolutionary, construction, and reform practices, embodies core values such as firm ideals and beliefs, courage to take responsibility, and selfless dedication. It provides rich educational resources for vocational education. Student behavior theory reveals that individual behavior is influenced by the interaction of cognition, motivation, and environment, offering a theoretical framework for understanding students' behavioral motivations, decisions, and performance in education. Combining red culture with student behavior theory helps deeply explore how red culture influences students' learning behaviors, the formation of professional literacy, and value shaping, thereby providing effective strategies and paths for the high-quality development of vocational education.

II. Related Concepts and Theoretical Foundations

2.1 Red Culture and Its Educational Value in Vocational Education

Red culture refers to the advanced culture created and accumulated by the Chinese Communist Party and the Chinese people during revolution, construction, and reform. Guided by Marxism and integrated with China's excellent traditional culture, it carries the ideals, revolutionary spirit, and value pursuits of Chinese Communists. The educational value of red culture in vocational education is reflected in three aspects:

2.1.1 Ideological and Political Education Value

Red culture provides rich materials for ideological and political education in vocational colleges. Through red culture education, students can develop correct worldviews, lifeviews, and values, strengthen their patriotism, national pride, and social responsibility, and reinforce their confidence in the path, theory, system, and culture of socialism with Chinese characteristics.

2.1.2 Professional literacy Cultivation Value

The spirit of hard work, innovation, and teamwork embedded in red culture aligns closely with the requirements of professional literacy. Integrating red culture into vocational education helps cultivate students' professional ethics, spirit, and skills, enhancing their comprehensive quality to better meet future career demands.

2.1.3 Cultural Inheritance and Innovation Value

Inheriting red culture is a key mission of vocational education. By teaching red culture, vocational colleges enable students to understand and inherit China's cultural traditions, enhancing cultural confidence. Simultaneously, encouraging students to innovate by combining red culture with modern professional culture injects new vitality into its development.

2.2 Student Behavior Theory and Its Implications for Vocational Education

2.2.1 Theory of Planned Behavior

This theory posits that behavioral intention is influenced by attitudes toward behavior, subjective norms, and perceived behavioral control. In vocational education, students' attitudes toward learning red culture, societal expectations, and their confidence in learning capabilities affect their intention to engage in red culture education, thereby shaping their learning behaviors.

2.2.2 Social Cognitive Theory

This theory emphasizes that individual behavior is influenced by self-efficacy, outcome expectations, and personal intentions. Students observing teachers and role models practicing red culture can enhance their learning motivation. Red culture's portrayal of revolutionary struggles also boosts students' self-efficacy, fostering proactive learning and resilience in facing career challenges.

2.2.3 Self-Determination Theory

This theory highlights intrinsic motivation as the core driver of behavior. Meeting students' needs for autonomy, competence, and relatedness through red culture education can stimulate intrinsic motivation, leading to sustained and creative engagement in vocational skill development.

2.3 Impact of Red Culture on Vocational College Students' Behaviors

2.3.1 Impact on Learning Behaviors

Red culture inspires students through revolutionary role models, fostering perseverance and diligence in learning. For example, stories of the Long March encourage students to overcome academic challenges.

2.3.2 Impact on Professional literacy Formation

Red culture's values, such as dedication and integrity, shape students' professional ethics. Teamwork and problem-solving activities in red-themed practices enhance communication and collaboration skills.

2.3.3 Impact on Value Shaping

Red culture's collectivism and patriotism satisfy students' psychological needs for belonging and competence, integrating values like service to the people into their personal value systems.

2.4 Practical Explorations of Red Culture in Vocational Education

Many institutions have successfully integrated red culture into vocational education. For example: Weinan Vocational and Technical College leveraged local red resources to foster patriotism. Wuhu Vocational and Technical College integrated its historical red culture into campus-wide education, enhancing students' literacy. Binzhou Vocational School established a "red campus" system, significantly improving students' professional ethics. Yiwu Industrial & Commercial College embedded red culture into tourism management programs, cultivating "red and expert" professionals.

III. Strategies and Paths for Red Culture to Boost High-Quality Development

3.1 Optimize the Red Culture Curriculum System

Develop localized red culture courses tailored to regional resources and specialties. Integrate red culture into professional courses, e.g., "red tourism" for tourism majors. Innovate teaching methods using case studies, VR simulations, role-playing, and field trips.

3.2 Build Red Practice Education Platforms

Establish partnerships with red education bases for immersive learning. Organize red-themed activities like speeches, volunteer services, and creative projects.

3.3 Strengthen Red Culture Teaching Teams

Train teachers through red culture workshops and invite 革命后代 (revolutionary descendants) and role models to share experiences.

3.4 Improve Red Culture Education Evaluation Mechanisms

Include red culture participation in student assessments and institutional evaluations.

IV. Conclusions and Recommendations

Red culture enhances self-efficacy, intrinsic motivation, and value identification, driving vocational education's high-quality development. Vocational colleges should deepen the integration of red culture with professional education, constructing a "curriculum + practice + evaluation" model to cultivate skilled talents with both technical expertise and red spirit. Future research should explore long-term effects and regional/professional differences in red culture education.

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