

Research on Integrating Red Classics into the Cultivation of Aesthetic Education Ability of English Majors in Vocational Colleges

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Abstract: Against the backdrop of “cultural confidence” and “aesthetic education”, integrating red classics into the cultivation of aesthetic education ability of English majors in vocational colleges can effectively enhance their patriotic feelings, improve their cultural literacy and aesthetic ability, and cultivate their correct values and worldviews. This article starts from the necessity of red classics in cultivating college students’ aesthetic education ability, analyzes the integration of red classics into the cultivation of aesthetic education ability of English majors in vocational colleges, and proposes countermeasures. The article argues that integrating red classics into English teaching can help students enhance their sense of identity and pride in their motherland’s culture, improve their humanistic literacy and aesthetic ability, strengthen their cultural confidence, and thus provide intellectual support and talent guarantee for the comprehensive construction of a modern socialist country.

Keywords: Red classics; Vocational colleges; English major; Aesthetic education ability

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1. Introduction

Red culture contains rich revolutionary spirit and profound cultural connotations. It is a precious historical heritage and spiritual wealth of the Chinese nation. Inheriting red culture is necessary to maintain the advanced nature of the Communist Party of China. It is the responsibility and mission of colleges and universities and also a major measure to help college students grow and succeed^[1]. In October 2020, the Central Committee of the Communist Party of China and the State Council issued the “Overall Plan for Deepening the Reform of Education Evaluation in the New Era”, which pointed out that it is necessary to improve aesthetic education evaluation and comprehensively enhance students’ abilities to perceive, express, appreciate, and create beauty. Aesthetic education plays an irreplaceable role in promoting the all-around development of college students. At present, there is a certain amount of research on the cultivation of aesthetic education ability, and there are also relevant research results in domestic and foreign colleges and universities. However, there is not much research on integrating red culture into the cultivation of students’ aesthetic education ability, especially in the integration of local red culture into the cultivation of students’ aesthetic education ability.

Integrating red classics into college education can strengthen the leading force of red education and more

effectively help contemporary students establish correct and healthy outlooks on life, values, and worldviews. It can help them improve their ideological and moral qualities and abilities, enhance their professional qualities, promote a true understanding of Western civilization, increase their sense of identity with China's red culture, strengthen their humanistic beliefs, and internalize them into patriotic spirit through implicit and infiltrative approaches.

2. Building a complete curriculum system and rationally setting the structure of courses

The aesthetic education of red classics in English majors faces some challenges. To integrate value shaping, knowledge imparting, and ability cultivation, it is necessary to take the construction of a complete curriculum system and the rationalization of the curriculum structure as the basic framework, making the entire curriculum system a solid foundation for the cultivation of aesthetic education ability in each course and maximizing the efficiency of education.

2.1. Building a curriculum resource network platform

In the current education process of vocational colleges, teachers and students usually only have one or two teaching periods of face-to-face communication every day. Therefore, teachers need to establish social groups. In addition to facilitating the management of students' learning, a text-based, ideological and political education resource library with rich forms, including text, PPT, and videos, is built on these online teaching platforms for students to study independently. Teachers can also assign teaching tasks in advance, requiring students to look up relevant background knowledge for the content they learn and prepare for classroom teaching demonstrations through various forms such as making PPTs and oral language training^[2].

2.2. Establishing an aesthetic education practice platform

Vocational college English majors need to master relevant basic professional knowledge, the application of professional English vocabulary, and the skills to communicate correctly and solve problems in special environments using English^[3]. However, it is not enough to rely on the limited time and courses in the classroom to train these skills. Their practice time needs to be appropriately increased. Establishing an aesthetic education practice platform can effectively and invisibly infiltrate aesthetic education knowledge teaching and is also a good way to check students' classroom achievements. Therefore, it is necessary to explore the aesthetic education elements in practical activities, allowing students to reflect on what they have learned in class outside the classroom, enabling them to integrate theory with practice and keep practicing in life. This infiltration of aesthetic education knowledge teaching will be more effective^[4]. Through the extension and expansion after class, teachers can internalize the in-class learning content, making up for the lack of in-class knowledge and making the integration of red classics into aesthetic education teaching more extensive. For example, teachers can guide students to participate in various English communication activities, including English-speaking corners and English news reports. Through these activities, students can more effectively cultivate their English application ability, thus increasing their interest in learning English and achieving the purpose of aesthetic education teaching invisibly. In addition, with the help of school-level activities, English competitions with red themes can be organized to enhance the pertinence of aesthetic education teaching. For example, hold English speech contests on red culture, English knowledge competitions on red culture, and English storytelling competitions about red deeds^[5].

2.3. Enhancing the interactive teaching experience of aesthetic education

Enhancing the interactive teaching experience of aesthetic education means changing the conventional teaching method centered on teachers and teaching. Taking the improvement of students' aesthetic taste as the basis, projects are introduced into the classroom, enabling students to think, discuss, look up materials, summarize methods, share plans, and summarize practices^[6]. The role of teachers should shift from knowledge disseminators to guides for discovering knowledge, feeling true beauty, and exploring imagination. Teachers should guide students, the protagonists of the

course, to summarize and master the knowledge of beauty through interactive communication, in-depth reflection, and sharing experiences, thus activating learning emotions, improving their own levels, and finally applying their understanding of beauty to practice.

3. Deepening the reform of aesthetic education teaching and creating a knowledge-infiltrating classroom

The reform of aesthetic education teaching can be deepened from three entry points: carrying out red-themed practices, intensively reading red culture, and telling Chinese stories well, creating a knowledge-infiltrating classroom of “cultural input-knowledge internalization-cultural output”, as shown in **Table 1**^[7].

Table 1. Knowledge-Infiltrating Classroom

KnowledgeLearningStage	Details	TeachingMethods
Cultural Input	Carrying out Red-themed Practices	Carefully design teaching activity methods and links, and integrate and infiltrate the core socialist values
Knowledge Internalization	Intensively Reading Red Culture and Internalizing Knowledge	Compare Chinese and English texts to cultivate students' critical thinking, enabling them to think comparatively according to the characteristics of Chinese culture and cultivating students' patriotic feelings and national pride
Cultural Output	Telling Red Stories Well and Outputting Chinese Culture	Provide a translation practice platform, integrate red classic works into translation training, and integrate local red historical materials to cultivate students' aesthetic education ability

3.1. Combining red-themed practices, integrating and infiltrating the core socialist values

Red-themed practices, as a useful supplement to language teaching, can create diverse English teaching and social platforms for learners. They not only enrich learners' extracurricular lives but also provide an excellent language-teaching environment and help to stimulate learners' interest^[8]. Teachers in vocational colleges should strictly fulfill the fundamental task of cultivating morality and talents. Taking the centenary of the founding of the Communist Party of China as an opportunity, based on the characteristics of the English language, they should further explore red elements in history, highlight the core socialist values, and carry out colorful teaching activities^[9].

3.2. Intensively reading red culture and cultivating students' patriotic feelings and national pride

Reading is an important cornerstone of language education and a way to further improve language proficiency. Since language is an important medium for international cultural exchanges, many traditional literary, folk, religious, and belief contents are often integrated into English reading, making it another window for learners to understand foreign cultures^[10].

For example, when introducing Graham Swift's works, a comparative reading of his post-modern narrative literature “Wish You Were Here” and the post-modern narrative literature “Red Rock” can be carried out. Both works are themed around World War II. Students can be asked to analyze the differences in the way these works describe history and express beliefs. In this way, students can draw spiritual strength from the revolutionaries and also enhance their understanding of world cultural differences^[11].

3.3. Telling Chinese stories well and influencing students with the education of excellent traditional culture

Language is an important communication tool, and translation is a bridge for communication between the two sides^[12].

The training of translation ability is also one of the main goals of English teaching. The refinement and improvement of basic language and literature knowledge and translation skills in continuous practice can deepen the understanding of cross-culture, which is highly targeted and practical for English majors. Therefore, teachers should focus on providing translation practice platforms for learners, integrate red classic works into translation training, and integrate local red historical materials to cultivate students' aesthetic education ability^[13].

For example, students can be asked to translate red classic works and publish them on online platforms. Make full use of the universality of language, bravely explore new media perspectives, and use various rich and concise stories as carriers, and integrate red spirit and red ideas through cultural media such as film and television, songs, and short videos.

4. Conclusion

In conclusion, to integrate red classics into the education of English majors in vocational colleges and cultivate students' aesthetic education ability, it is necessary to build a curriculum resource network platform, connect red culture with social hot news, establish an aesthetic education practice platform to enable students to integrate theory with practice, and enhance the interactive teaching experience of aesthetic education^[14,15]. In teaching, it is necessary to deepen the reform of aesthetic education teaching, starting from the three entry points of carrying out red-themed practices, intensively reading red culture, and telling Chinese stories well, to create a knowledge-infiltrating classroom of "cultural input-knowledge internalization-cultural output".

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