

# Exploring the Value Path of Integrating the Red Elements of “Zhenjiang Symbol” into Civic Education in Vocational Colleges: Constructing a “1+1+N” Model to Build a New Carrier of Civic Education in an Integrated Way

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**Abstract:** Zhenjiang has always been a city of heroes, where revolutionary heroes shed their blood and red genes are passed down from generation to generation. In terms of the Zhenjiang region, a hundred years of struggle to cast the “Iron Army Spirit” of the New Fourth Army in Mao Mountain Anti-Japanese Base Area, the “Yafu Spirit” that lived up to the people’s expectations of fighting for the city’s glory and poverty alleviation, and the “war spirit” of southern Jiangsu, which was first encountered under Zhenjiang City and was decapitated by the small Lou Lan and other “Zhenjiang symbols” series of Chinese Communist Party spiritual spectrum. The red elements of “Zhenjiang symbols” consists of the blood, tears, and wisdom of the revolutionary predecessors, and shine with the glorious deeds of revolutionary battles. Compared with other schools, vocational colleges are colleges with applied application, practical, and close to nature. How to integrate the red elements of “Zhenjiang symbols” into the classroom of local vocational colleges and a give role to the function of red education has become an important subject of ideological and political education in vocational colleges.

**Keywords:** Zhenjiang symbol; Red elements; Vocational colleges; Ideological and political education

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## 1. The connotation and expression of the red elements of “Zhenjiang symbol”

### 1.1. Self-possessed

Red is the symbol of revolution, Zhenjiang has a long revolutionary tradition, the struggle of the Chinese Communist Party in Zhenjiang has forged a series of “Zhenjiang symbol” of the spiritual spectrum of the Chinese Communist Party, such as the spirit of the New Fourth Army, the Yafu spirit of poverty alleviation, the spirit of war resistance in southern Jiangsu, etc. They are the outstanding representatives of Zhenjiang’s many red cultural resources, and also the real portrayal of the Chinese Communists practicing their original mission in the land of Zhenjiang. The specific contents of the “Zhenjiang symbol” of the spirit of red elements including, holding on to faith, unity and hard work, serving the overall situation, being a pioneer, etc. <sup>[1]</sup>. This condensed on the basis of organizing the red history of Zhenjiang, sorting out the red characters,

collecting red stories, and interpreting the unchanging original heart of the Communist Party members, which has strong inheritance and practicality, and is very useful for local vocational college students to gain life enlightenment and spiritual motivation through study.

## **1.2. Manifestation**

### **1.2.1. Physical dimension**

Firstly, is the former residence of famous people, such as the former residence of Leng Yu, Zhao Bo Xian, Sai Zhenzhu, Shen Kuo, Zhang Yunpeng Leng Yuqiu, Xia Lin, Xu Xinghu, etc. Secondly, are the old revolutionary sites, such as the former site of the General Front Committee, the “four resistances” revolutionary site, Weigang ambush site, the former site of the New Fourth Army Jiangnan Command, the former site of the East China Finance, and Economics Committee. Thirdly, is the martyrs’ cemetery, memorial hall, deeds museum, such as Mao Mountain New Fourth Army Memorial Hall, Danbei Anti-Japanese Memorial Hall, Xia Lin Martyrs’ Tomb, Xu Xinghu-Zhu Ying Martyrs’ Memorial Hall, Zhao Yafu Deeds Museum, etc. Fourthly, is the relics of the ancestors, such as Wu Hengtong’s photo-inscribed poem, Guo Ganglin’s two bronze hearts, Li Peigen’s one silver shield, Wang Peiyong’s worn-out blanket, etc.

### **1.2.2. Spiritual dimension**

It mainly includes red cultural and artistic works, and the spirituality reflected in them. For example, the biographical novel “General Zhao Sheng,” which reproduces the life of Zhao Sheng, a veteran of the League and the commander-in-chief of the Huanghuagang Uprising, who was posthumously awarded the title of “General” by Sun Yat-sen. The film “Zhao Yafu” portrays the touching story of Zhao Yafu, who worked in the Agricultural Science Institute for decades for the peasants, leading them to work, helping them to sell, and realizing their wealth. The article “That year, the Zhenjiang people who fought in Changjin Lake” describes hundreds of Zhenjiang soldiers who had fought in Changjin Lake. There are also a series of art programs based on Su Yu’s “Wei Gang First Victory” and Chen Yi’s fugue poem, which show the red history of the Zhenjiang area in film, television, and literary biographies.

## **2. The meaning and value of integrating the red elements of “Zhenjiang symbol” into Civic education in vocational colleges and universities**

### **2.1. Integrating the red elements of “Zhenjiang symbol” into local vocational colleges: Civic education is more likely to evoke emotional resonance**

Zhenjiang regional red culture is a natural textbook of civic and political education in vocational colleges, which not only make up for the empty theoretical indoctrination, but also allow students to strengthen their cognition in the context of red case stories; however, currently some of our local vocational colleges often focus on the introduction of national and even world culture, while neglecting the local red culture of Zhenjiang <sup>[2]</sup>. In fact, local red elements are familiar, more immersive, and easier to evoke emotional resonance, therefore it is important to promote integration of Civic Education with the local red culture of Zhenjiang.

### **2.2. The red elements of “Zhenjiang symbol” helps strengthen three whole educations**

Explicit education is the basic form of education and teaching civics, reflecting the essential characteristics of Marxist ideological and theoretical education <sup>[3]</sup>. But with continuous development of the situation, based on the requirements of three-wide education (whole staff education, whole process education, and all-round education), simple, and direct education nowadays could not meet the diversified needs of the students, and the integration of “Zhenjiang symbols” into the Civics classroom of local vocational colleges and

universities makes explicit education and implicit education go hand in hand, and promotes the “blossoming” of Civics education.

### 2.3. The layout of the “red chain” education in local vocational colleges in the post-epidemic era needs to be linked to the red elements of “Zhenjiang symbol”

During the epidemic period, the cross-regional learning and exchange of Civic Education is limited, and the “Zhenjiang symbol” red elements are more suitable for Civic Education in Zhenjiang local vocational colleges to perform situational and experiential teaching, and the local red venues in Zhenjiang are more suitable for the freedom of the “red chain” of new media. The local red venues in Zhenjiang are more suitable for the free extension, transmission, radiation, and dissemination of the “red chain” of new media, making full use of local red resources in Zhenjiang to form online and offline resonance, thus producing an immediate teaching effect.

### 2.4. There is a gap in academic research related to the integration of red elements of “Zhenjiang symbol” into vocational institutions, and its potential value is unlimited

At present, most of the academic research on Zhenjiang red culture is focused on the development and application of its tourism resources, and there are few studies combining it with ideological and political education, and the research system related to this topic has not been developed yet. Searching for the key words “Zhenjiang Red Culture and Civic Education in Vocational Colleges” in the literature database, the search results is blank, which means that there is no research on such issues in the academic world, so this study can, to a certain extent, broaden the theoretical system related to Zhenjiang Red Culture and help to explore its potential value.

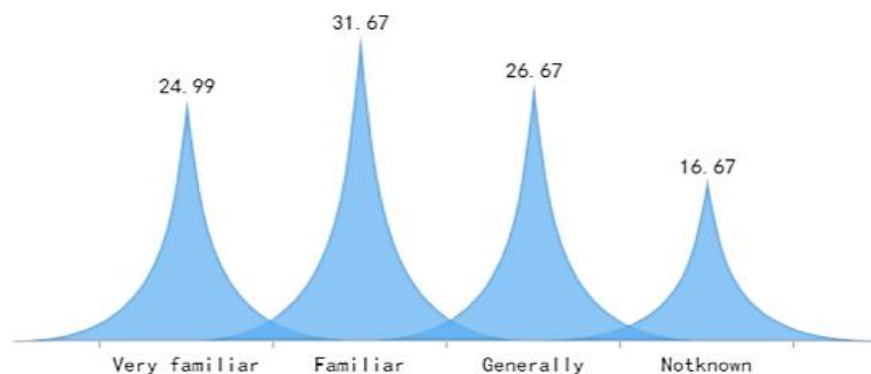
## 3. Analysis of the current situation, problems, and causes of the integration of the red elements of “Zhenjiang symbol” into Civic and Political education in vocational colleges

The questionnaire was edited and generated by the “Questionnaire Star” research platform, and eight classes were selected from different grades and majoring in Zhenjiang vocational colleges.

### 3.1. The current situation of integrating the red elements of “Zhenjiang symbol” into Civic and Political education in vocational colleges

#### 3.1.1. Knowledge of the red elements of “Zhenjiang symbol”

24.99% of the surveyed students were very familiar with the red element of the town symbol; 31.67% were more familiar, 26.67% were generally aware, and 16.67% were unknown with the red element of the town symbol, as shown in **Figure 1**.



**Figure 1.** Familiarity of students on the red element of the “Zhenjiang symbol”

### **3.1.2. The need to promote the local red culture of “Zhenjiang symbol”**

86.67% of the students felt that it was very necessary, 11.67% felt that it was generally necessary, 1.67% said that it does not matter, and no students felt that it was not necessary at all. It can be seen that most of the students think it is very necessary to promote the local red culture of Zhenjiang.

### **3.1.3. Willingness to participate in local red culture promotion activities in “Zhenjiang symbol”**

78.33% of the students said that they are willing to participate actively, 3.33% said that they follow the trend, 16.67% said that they participate only when their peers or housemates are involved, and 1.67% said that they do not want to participate. It is evident that most of the students are willing to participate actively in the awareness campaign.

### **3.1.4. Ways to learn the local red culture of “Zhenjiang symbol”**

Currently, 70% of students learn about the local red culture through travel visits and expeditions, 66.67% through classroom lectures and expert talks, 70% through films, newspapers, etc., and 76.67% through mobile internet and new media.

It can be seen that the life education knowledge obtained by students generally comes from all the directions, and in the era of fast-food culture, life education is in a fragmented stage and lacks of systematic arrangement. In this survey, we also found that the traditional way of learning about the local red culture is only an auxiliary means adopted by students, who mostly choose to learn about red culture through mobile Internet, and new media.

## **3.2. Problems in integrating the red elements of “Zhenjiang symbol” into Civic education in vocational colleges**

### **3.2.1. Students in vocational colleges have incomplete knowledge of the red elements of “Zhenjiang symbol”**

The data show that nearly half of the students do not know the “Zhenjiang symbol” of red elements, or rather vague, and less than a quarter of them really know it. In addition, for the question “Which local red cultural sites in Zhenjiang have you visited?” More than half of the students have visited only two of them, and according to the survey, not many students have visited other local red resources. From one side, it reflects that Zhenjiang’s local red culture is not yet known by most of the local students.

### **3.2.2. An urgent need to increase the strength of the Civics classroom to explore the red elements of “Zhenjiang symbol”**

For the question “How does the school carry out the local red culture education in Zhenjiang?” 83.33% of the students choose classroom teaching, indicating that Civics classroom teaching is the main channel for the promotion of indigenous red culture. However, through in-depth research we found that some students think that teachers do not explain the native red culture thoroughly and do not dig deeply into its implicit value to produce spiritual resonance.

### **3.2.3. Campus culture construction does not promote the red elements of “Zhenjiang symbol” in place**

For the question “What do you think is the focus of Zhenjiang’s local red culture education?” 81.67% of the college students chose campus culture construction and 80% chose practical experience. It can be seen that college students prefer campus culture construction and their own practical experience. Meanwhile, according to the research, not many practical experiences are carried out at present based on the influence of the epidemic, but the campus culture’s excavation of the “Zhenjiang symbol” of red elements. According

to the research, not many practical experiences have been carried out based on the epidemic, but the campus culture does not fully explore the red elements of “Zhenjiang symbol,” and there are few promotional activities with local characteristics.

#### **3.2.4. Insufficient use of “Zhenjiang symbol” red elements in practical teaching of Civics and Political Science**

For the question “In what ways do schools generally carry out red culture education activities?” 80% of students chose classroom teaching activities, 75% chose club activities, and relatively few chose online newspaper publicity, and visits the red bases. Classroom teaching has been mentioned earlier and will not be repeated. Club activities are also relatively more chosen way, according to the research, although the school’s community activities are held on schedule, they are carried out in a single form with few practical elements, and although the epidemic period to visit the red base and other practical activities are limited, students can be guided to visit the online red venues, and some activities with red genes can be carried out on campus.

Meanwhile, for the question “Which form of local red culture education in Zhenjiang do you prefer?” Most students look forward to teacher lectures and field visits. However, some Civics teachers are used to focusing on book knowledge, which students find boring and drowsy, and privately classify Civics as a “water class.”

### **3.3. Analysis of the causes of the problems of integrating the red elements of the “Zhenjiang symbol” into the Civic and Political education of vocational colleges**

#### **3.3.1. Teacher and student levels**

- (1) Student level: At present, we are in the era of information explosion, some students are affected by bad ideological trends, thinking that ideological and political courses could not bring job skills improvement, in a state of ideological slack, that ideological and political courses as long as “fail,” usually do not want to take the initiative to learn ideological and political courses, and not to take the initiative to be close to the local red culture.
- (2) Teacher level: Some teachers of Civics in vocational colleges use less realistic teaching methods in teaching, some teachers are not aware of the positive role of Zhenjiang’s native red culture, nor do they pay attention to collecting teaching resources such as information on Zhenjiang’s native red cultural revolutionary deeds and case videos, therefore they are unable to link theory with practice in teaching, and could not teach native red culture deeply and thoroughly to the students.

#### **3.3.2. Leadership level**

The survey showed that only 21.35% of students think that their schools attach great importance to the use of local red cultural resources, and most of them think that their schools do not attach sufficient importance to them, they do not fully explore the potential value of local red cultural resources, and lack in systematic planning and arrangements for the promotion of local red culture among the students.

#### **3.3.3. Propaganda level**

The communication media are accustomed for transmitting information to the public in a static narrative manner, with multiple integration not in place and lacking flexibility and interactivity, and the communication channels have not yet been fully opened. Red cultural landmarks that combine regional advantages and characteristics need to be further built, and the appeal of local red culture needs to be further enhanced.

#### **4. Building “1+1+N” model, integrating local red elements, and creating a new carrier**

In view of the problems and characteristics of Civic Education in the existing education model of vocational colleges and universities, the subject group proposes relevant path options based on system thinking and according to its inherent logic. The specific performance model is “1+1+N,” representing one system, one platform, and N carriers <sup>[4]</sup>.

##### **4.1. “1”: Establishing a set of information system for local teachers of Civic studies in red culture**

The key figure of local red culture education is the ideological and political theory course teachers, thereby it is crucial to establish a set of information system of local red culture education research Civics teachers <sup>[5]</sup>. We should make full use of information technology to conduct the big data collection and processing of Civics teachers, and consider the talents of ideological and political education and Marxist theory, etc. In the process of collecting relevant information of local Civics teachers in Zhenjiang, we will further map out the schools of which the local Civics teachers in Zhenjiang belong, the grades they teach, the courses they teach, their subject background, their professional composition, their age structure, their teaching effectiveness and evaluation, etc., to provide the basis for the establishment of ideological and political teacher information system in Zhenjiang.

##### **4.2. “1”: Building a Civic Education service platform for local red culture resources**

Relevant government departments should increase their support to provide a “central kitchen” or “Zhenjiang Red Kitchen” for Civics teachers to carry out Civics education on Zhenjiang’s local red cultural resources, providing teachers of Civics classes in Zhenjiang with quality teaching resources including lesson plans, videos, courseware, handouts, and cases. When teachers need to teach a certain point of Zhenjiang’s local culture, they can immediately go to the “central kitchen” and select the relevant materials and videos. In order to further build this “central kitchen,” we can open a teaching innovation center of Zhenjiang’s local red culture in local colleges and universities, including vocational colleges, and develop and build a library of teaching courseware, cases, videos, handouts, and materials around the thinking and government courses and topics, to continuously provide material and spiritual resources for the “central kitchen.”

##### **4.3. “N”: Integration to create “Zhenjiang symbol” red elements N kinds of Civic Education carrier**

Vocational colleges and universities are characterized by diversity, vocational, application, practical, and openness. With the development of the situation, vocational colleges and universities need to integrate to create a new carrier of Civic Education in various forms, and here we highlight several representatives of new carriers of Civic Education for your reference.

###### **4.3.1. Integration of “red craftsmanship”: Inherit local red culture, cultivate craftsmanship, and create craftsmanship skill**

“Without a first-class heart, there is no first-class technology.” We should build “1+X” model, where “1” refers to “red craftsmanship” and “X” refers to the cultivation of X kinds of “professional craftsmanship.” Firstly, is to establishes “red craftsmanship workshop.” It will point out the direction for vocational college students to strive, upgrade the training base on campus, strengthen the modern apprenticeship system based on craftsmen, and carry out the inheritance of the craftsmanship of red smiths. Secondly, is the “town talent and practical learning” skills competition to discover a group of local talents with artisan skills. Thirdly, is the establishment of artisan training institute base. It can attract artisan inheritors to hold classes at the workshop and provide practice opportunities for young student artisans. Fourthly, is to carry out red artisan lectures. We can invite artisan figures to conduct on-site seminars and exchanges. The fifth is to broaden



multiple channels. The university and enterprises cooperate to build integrated industry-university-research projects and carry out theoretical and practical research in the discipline.

#### **4.3.2. Integration Curriculum Civics: Rooted in local red culture, curriculum Civics always run through**

It is important to implement the “1 + 3” approach; “1” refers to the overall requirement of the course in Civics closely; “3” refers to the teaching design of the three main courses of Civics which should be precise and elaborate. Firstly, in the course of teaching the “situation and policy” course, it is important to fully exemplify the examples of the Chinese Communists in the history of the heroic struggle of the people of Zhenjiang; Secondly, in the course of teaching the “ideology, morality, and the rule of law,” we should explore the patriotic feelings of the heroes in our tenacious struggle in Zhenjiang; Thirdly, in the course of “Introduction to Mao Zedong Thought and Socialist Theory System with Chinese Characteristics,” we should talk about the original heart and the will of the Chinese Communists who sacrificed their lives for death. Vocational institutions should effectively combine local red culture with professional courses and carry out the construction of “Civic Politics in the Curriculum” in various forms <sup>[6]</sup>.

#### **4.3.3. Integration into the class of excellence: Learning about the local red culture and promoting innovative elite models**

Combined with Zhenjiang’s local red culture, vocational colleges can focus on opening “4 major classes,” which are; (1) The school-level and college-level youth horse class; (2) The innovation elite class; (3) The entrepreneurship pioneer class; and (4) The creation of model class. We will continue to promote the project of training young Marxists and explore the cross-border elite talent training model with distinctive vocational college characteristics. We will fully combine the local red cultural resources of Zhenjiang, carry out a series of activities of learning the spirit of Yafu and being a craftsman of the times, and open forums such as “the youth of the struggle” and “I will speak about my youth” to encourage outstanding alumni to return to school to give lectures and participate in interviews. In addition to national, provincial and municipal level advanced activities, a series of activities such as Red Craftsman of the Year and Most Beautiful Craftsman of the College can be actively launch.

#### **4.3.4. Integration into the growth classroom: Infiltration the local red culture and consolidating the teaching content of Civics and Political Science classes**

Relying on Zhenjiang’s local red culture, we innovate and establish the “1+2+3” growth classroom teaching model, “1” refers to a person or a group’s self-study and self-exploration, and “2” refers to the bilateral communication between teachers and students. The teacher will give a precise lecture, and the students will practice and give feedback, thereby they can teach each other and grow together in the bilateral communication between teachers and students. Meanwhile, “3” refers to the trinity of achievement display, leak detection, and clearance. Vocational institutions can start their own “growth classroom,” draw up “growth plans,” and construct a system of curriculum projects for the growth of ideas, skills, innovation, and entrepreneurship, etc. We can work together as a team and make concerted efforts to have ideas and situations, and to make a “big article” in the “small world.”

#### **4.3.5. Integration of red practical training: Practicing local red culture and refining the character of hard work**

Around the vocational college talent training plan, it is important to actively conduct red study internship training, actively plan the “red training” related content, follow the footsteps of Zhenjiang’s local red culture, inherit the spirit of red culture, further explore the students’ training mode of “sinking down” around the

vocational college and red, effectively establish the specialized ability cultivation goals, run the incentive mechanism for students to grow and the competition mechanism for students' talents to stand out, actively build the innovative and entrepreneurial talents cultivation system of thinking stimulation by introducing curriculum and practical training, and put the outlook on life, worldview, core socialist values, and other thinking and political education into practice. The students will be able to refine the character of hard work, and show their family sentiment through their practical actions.

#### **4.3.6. Integration of first-line experience: Embedding local red culture to create a practical education base**

Relying on Zhenjiang's rich local red cultural resources and closely following the themes related to cultivating and practicing socialist core values, various forms of one-stop front-line experience activities are conducted. The specific manifestations are as follows: (1) Identity exchange: Students from vocational colleges can exchange their identities with red base interpreters and red venue managers to participate in red characters, red stories, and red family letters; (2) Docking services: We should take the initiative to cooperate with schools and enterprises, create practical education bases, and participate in volunteer services, social assistance, special research, social investigation, and other related activities that are beneficial for social development within their capabilities; and (3) Skills trial: Most of the students in vocational colleges have a skill, so they can give full play to their strengths in the process of front-line experience and put their learning into practice.

## **5. Conclusion**

This paper expounds the meaning and value of integrating the red elements of "Zhenjiang Symbol" into the ideological and political education in vocational colleges. Based on in-depth research, the relevant problems learned in the questionnaire and the causes of these problems were summarized and analyzed, respectively. With regard to the "1+1+N" model, there are some thoughts on the integration of creating a new carrier of ideological and political education and studies on the value path of integrating the red elements of "Zhenjiang Symbol" into the ideological and political education in vocational colleges, so as to improve the ideological and political education in vocational colleges.

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