

# The Exploratory Practice Research of Integrating “Book Fragrance” Into the Cultural Construction of Secondary Vocational Classes

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**Abstract:** Class collective culture is the common behavior norms, values and cognition formed by class members in long-term interaction, and is the core of class collective construction. The purpose of building a collective culture in the class is to promote the development of students' personalities, improve their comprehensive abilities and core literacy, and adapt to the diverse needs of society. This paper, from the perspective of secondary vocational school students, emphasizes the importance of integrating learning style into class collective culture, and explores how to create a class with rich learning atmosphere in secondary vocational school according to the psychological and behavioral characteristics of secondary vocational school students, and proposes corresponding strategies.

**Keywords:** Class culture; Class culture construction; Book fragrance; Secondary vocational school

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## 1. Introduction

Class culture construction is the shaping of the class culture atmosphere, which subtly influences and purifies the minds of the learners, so that students can cultivate their sentiments and enhance the collective happiness of the class <sup>[1]</sup>. Integrating the fragrance of books into class culture construction and building a bookish class is an important part of campus culture. Building a bookish class, spreading the fragrance of excellent Chinese culture to the class, allowing students to experience the endless charm of Chinese culture, and forming common core values in their studies <sup>[2]</sup>.

## 2. The importance of class culture construction

Building a class with a strong fragrance of books is conducive to the establishment of self-confidence among secondary vocational students, as well as the cultivation of their learning quality and willpower. In an excellent class environment, students strive to learn, explore more, and seek truth from knowledge. Over time, a good learning environment is naturally formed <sup>[2]</sup>.

According to Dewey's research, students in secondary vocational schools generally lack self-confidence and have a severe sense of inferiority. The poor academic performance in junior high school leads to a lack of sufficient internal motivation in secondary vocational schools, and is prone to self-abandonment behavior, lack of interest in learning, and unfavorable learning results<sup>[3]</sup>.

The construction of a bookish class is conducive to the establishment of self-confidence and the cultivation of learning quality and spiritual will of secondary vocational students. According to the survey, vocational school students generally lack self-confidence and have a serious sense of inferiority. Due to poor academic performance in junior high school, there is a lack of a spirit of hard work and a positive learning state, leading to self-abandonment, resulting in a lack of strong interest in learning and unclear learning effects. In addition, most secondary vocational students have poor foundations, and it is not easy to improve after forming bad study habits in junior high school. This directly leads to the poor ability of secondary vocational students to be frustrated, and they are prone to retreat when encountering difficulties, and a general aversion to learning. In addition, vocational school students are in the rebellious period of youth, and the generation of rebellious emotions can easily lead to students' behavior in the process of learning, which is not conducive to class management and the orderly development of various subject teaching work. Class culture construction with the fragrance of books can be purified by high-quality culture (such as famous quotes, mottos, etc.<sup>[4]</sup>)

### **3. The practice of Bandura's theory of social learning**

According to the social learning theory proposed by American psychologist Albert Bandura in 1977, most human learning takes place in a social environment by observing the behavior of others and their consequences. It influences people's behavior through cognition, motivation, emotions, and beliefs<sup>[5]</sup>. In a class full of learning atmosphere, students discuss and learn from each other. In the subtle influence, students' living and learning habits will gradually improve, internalizing them into their own behavioral habits and consciously abiding by the school's rules and regulations.

In the new era, with the continuous progress of science and technology and the continuous reform of education, vocational education has received more and more attention. With the continuous expansion of the scale of secondary vocational schools, the healthy development of secondary vocational schools and the coordinated operation of society play an important role. Therefore, in the management of secondary vocational school classes, it is particularly important to discover students' shining points and give full play to the exemplary role of peers, parents, and teachers. In this way, students can be guided to develop in a positive direction, enter a virtuous cycle, and spread the academic atmosphere to every corner of the class<sup>[6]</sup>.

### **4. Strategy analysis of class culture construction**

According to Li Ruxia, "The construction of class culture in schools has shifted from pursuing material environment creation to spiritual and cultural construction." Therefore, in order to achieve the goal of class culture construction, the most important thing should be how to gradually infiltrate the "bookish atmosphere" into the class. By definition, it is first necessary to create a "bookish atmosphere" in the class. Through the construction of class culture, the material environment of the class and the values of the whole class will be affected. At the same time, knowledge, skills and ideas related to the teaching method can be communicated to students<sup>[7,8]</sup>.

## 4.1. Creating a “book fragrance”

According to Newton and Greviner, “academic atmosphere” refers to elements that include teaching practice skills, evidence-based methods, and effective change management, which are aimed at improving educational atmosphere and outcomes. These factors together create an environment that supports and promotes academic and academic pursuits. Therefore, in the classroom, a learning atmosphere can be created by establishing a class book corner, posting inspirational couplets, and using class black newspapers to decorate the class culture wall, so that students can immerse themselves in excellent culture. In addition, a student in the class can be designated as the person in charge of the book corner. The student in charge of the book corner also needs the class’s opinion. In this way, students participate in the cultural construction of the class with a sense of belonging<sup>[9]</sup>.

## 4.2. Integrating “book fragrance” into the class

In the process of creating a bookish class, students are encouraged to absorb excellent traditional culture, such as literary literacy (poetry, prose, songs, extracurricular knowledge) and scientific knowledge. Through the edification of knowledge, students can avoid impatience and impatience in their daily learning activities, and calmly appreciate the joy brought by various knowledge. At the same time, it cultivates students’ interests and hobbies, expands their horizons, and helps students further think about their own life goals and strive for their ideals<sup>[10-12]</sup>.

In addition, students should persist in reading excellent Chinese traditional culture courses. To this end, class teachers can establish “Class Reading Stars” and share excellent works through themed class meetings. For example, based on the class’s reading progress, a monthly book club is organized to encourage students to showcase the character features, storylines, and themes in the book through PPT, videos, or speeches, as well as their insights, comments, and even gains after reading. Through sharing, each student’s different viewpoints will collide with each other in the classroom, generating new thinking and enlightenment. At the same time, teachers should also participate in students’ reading activities and play a demonstrative role.

## 4.3. Maintaining the “book fragrance”

The construction of “book fragrance” is a long-term and stable process. In order to prevent students from feeling bored and slack in reading activities, teachers can start from the students’ individual perspectives and carry out diversified activities. The competition topics can cleverly integrate various aspects of class culture construction, such as examining class themes, class slogans, class mottos, and class styles, in order to give full play to students’ strengths and encourage them to participate in various activities related to class culture construction. In addition, students with special talents can be encouraged to participate in class culture construction. For example, students who are good at drawing can be encouraged to draw the class bulletin board, while students who are good at writing can be responsible for writing the class culture couplets. At the same time, students can also participate in competitions, such as school, district, and city-level essay, Chinese, and English speech competitions. In these activities, students can unleash their potential, discover their strengths and shining points, ensure their comprehensive development, and allow students who have been immersed in the “scent of books” for a long time to undergo a qualitative change<sup>[13-15]</sup>.

In addition, teachers should also consider the different professional attributes of secondary vocational students and recommend extracurricular cultural knowledge related to their majors, so that students can understand the development trend of their own major through reading extracurricular knowledge and improve their recognition of their major. It not only maintains students’ curiosity about their major but also subtly

enhances their spiritual quality, strengthens their perseverance, enriches their knowledge base, and further enhances their confidence. Based on the characteristics of the individualized needs of secondary vocational students, the individualized reading list is set and selected, and the quality weaknesses of individual secondary vocational students are targeted and improved, so that they can make up for the deficiencies in the process of improving their character. At the same time, discover your own shining points, play to your own strengths, and regain confidence.

## 5. Conclusion

The construction of bookish classes is the overall trend of educational reform and development. Its creation is particularly important for the development of secondary vocational students. At the same time, it is also a bridge for the growth of teachers and the promotion of harmonious teacher-student relationships. The construction of a class culture full of “book fragrance” is an important way to improve the quality of secondary vocational education and promote the transformation of the secondary vocational education model. The construction of bookish classes is diverse and requires the attention of vocational teachers, pooling collective wisdom, and combining the characteristics of vocational students, to explore and practice together until “bookish” permeates every corner of the classroom, and the fruits of bookish classes are shared.

## Disclosure statement

The authors declare no conflict of interest.

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