

Research on the Improvement Path of University Counselors' Professional Literacy from the Perspective of Red Cultural Education

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Abstract: Red culture carries the spiritual gene of the Chinese nation and acts as the core educational resource for university ideological and political work. As frontline implementers of students' ideological guidance, university counselors' professional literacy directly determines the practical effect of red cultural education. Currently, many counselors are confronted with prominent dilemmas, such as insufficient reserve of red cultural knowledge, single teaching modes of red education, weak capacity to integrate red resources into daily student management, and lack of long-term awareness of red education. Based on the unique educational value of red culture, this paper sorts out the internal logical connection between red cultural education and the construction of counselors' professional literacy. From four dimensions including theoretical cognition, practical teaching, resource utilization, and performance evaluation, it analyzes practical bottlenecks restricting the improvement of counselors' red literacy, and constructs a multi-dimensional promotion path combining systematic training, immersive practical training, internal and external resource linkage, and long-term institutional guarantee^[1]. The research aims to consolidate counselors' foundation of red spirit, innovate carrier forms of red education, and realize two-way empowerment between the effectiveness of red cultural education and the comprehensive professional development of counselors.

Keywords: Red cultural education; University counselors; Professional literacy; Path optimization; Ideological and political education

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1. Introduction

Against the backdrop of comprehensively advancing the "Three Full Education" system, red culture has become an indispensable ideological carrier for shaping college students' ideals and beliefs. Universities undertake the fundamental task of fostering virtue through education. As the staff who maintain the closest contact with students in daily study and life, counselors bear the primary responsibility to implement

red cultural education throughout thematic class meetings, heart-to-heart talks, social practice and daily management^[2]. Counselors' professional literacy covers theoretical accomplishment, educational practice capacity, resource integration ability, and moral literacy, among which red cultural literacy is a core special component distinguishing counselors from other teaching staff.

In recent years, universities have continuously carried out red-themed training and practical activities for counselors, yet obvious gaps still exist in practical implementation. Some counselors merely regard red culture as periodic thematic material and fail to integrate the spiritual connotation of red culture into daily student management^[3]. Most young counselors lack systematic learning of revolutionary history, making it difficult for them to dig deep into the spiritual values behind red stories, which leads to rigid, empty and unattractive red education content. Few universities have built targeted training systems and evaluation mechanisms oriented to red cultural literacy, resulting in weak internal motivation for counselors to take the initiative to improve their red-related competence.

Existing domestic studies mostly focus on the practical path of red culture educating students, while few studies take counselors as research subjects to discuss the matching relationship between red cultural education requirements and counselors' professional literacy. Combined with the frontline reality of university student management, this paper analyzes realistic barriers restricting the growth of counselors' red literacy and explores targeted promotion strategies, so as to provide operable reference for universities to build high-quality counselor teams with a solid red cultural foundation.

2. The internal logical relationship between red cultural education and counselors' professional literacy improvement

2.1. Red cultural literacy constitutes the core professional foundation for counselors' ideological guidance

Counselors' core duty lies in ideological and value guidance for college students. Red culture records the century-long struggle of the Party and the country, containing firm ideals, patriotism, dedication and fighting spirit, forming the most vivid textbook for ideological education. Only when counselors possess complete red historical knowledge and accurately interpret the spiritual connotation of red culture can they respond to students' confusion over historical hot issues, resist historical nihilism, and guide students to establish correct views of history, nation and culture. Without solid red cultural literacy, counselors' ideological guidance will lose factual support and spiritual depth, rendering educational work superficial and formalized.

2.2. Practical capacity of red cultural education serves as an important part of counselors' educational practice literacy

Counselors' professional literacy includes capacities of theoretical teaching, activity organization and student communication^[4]. Red cultural education is not limited to theoretical preaching; it relies on immersive carriers such as red research trips, red-themed competitions, red drama creation and online short videos with red themes. High-quality red education activities require counselors to screen local red resources, design layered educational plans for students of different grades, and carry out diversified guidance by integrating online new media and offline practical scenarios. The whole process of developing red educational activities comprehensively trains counselors' capacities of activity design, resource integration and emotional interaction, which directly promotes the improvement of their comprehensive educational practice literacy.

2.3. Requirements of red cultural education drive the long-term growth of counselors' professional ethics

Red culture contains numerous deeds of revolutionary figures featuring selflessness, dedication and responsibility, serving as an important source for counselors' moral cultivation^[5]. In the long-term process of red cultural education, counselors need to take revolutionary martyrs and advanced models as spiritual examples to continuously strengthen their sense of mission to foster virtue through education. Meanwhile, communicating red stories with counselors requires sincere emotional communication and personal demonstration by words and deeds, realizing synchronous improvement of professional ethics and red cultural literacy.

3. Practical bottlenecks restricting the improvement of counselors' red cultural professional literacy

3.1. Theoretical cognition dimension: insufficient systematic learning of red history and superficial understanding of spiritual connotation

Young counselors account for the majority of frontline student management teams. Most counselors graduated from non-history and ideological and political majors without systematic learning of modern Chinese revolutionary history, Party history and local red historical materials. Current school training mostly adopts one-off thematic lectures without progressive long-term learning plans^[6]. Many counselors can only recite well-known red stories but fail to dig deep into hidden spiritual values behind historical events, nor interpret the contemporary significance of red spirit combining characteristics of contemporary youth. Vague theoretical cognition leads to insufficient depth and persuasion in daily red education.

3.2. Practical teaching dimension: single carriers of red education and inadequate capacity to design innovative practices

At present, most counselors carry out red education mainly through thematic class meetings and red film watching with single and rigid forms. Few counselors integrate red culture into heart-to-heart talks, career planning education, mental health guidance and other daily work. Many counselors lack the capacity to adopt digital carriers such as short videos, VR red scene experience and interactive H5 for online red education. They cannot design differentiated red practice plans according to students' majors, hobbies and ideological characteristics, resulting in low student participation and weak immersive educational effects.

3.3. Resource application dimension: isolated red resource channels and weak awareness of linkage and integration

Universities own abundant on-campus red education resources, including campus red exhibition halls and red reading rooms, while local revolutionary memorial halls, old revolutionary sites, and advanced model bases serve as high-quality off-campus red resources^[7]. Nevertheless, most counselors only utilize single campus resources and fail to establish long-term linkage mechanisms with local red education bases. They lack awareness to integrate red culture with major courses, volunteer services and campus cultural activities, forming an isolated red education mode with fragmented resources that cannot exert continuous educational influence on students.

3.4. Institutional guarantee dimension: absence of targeted training, evaluation and incentive mechanisms

Most universities' counselor training systems focus on mental health, employment guidance and student crisis handling, lacking special training modules targeting red cultural literacy. Existing annual assessment, professional title evaluation and performance evaluation of counselors rarely set quantitative indicators related to red education work. Without clear assessment guidance and corresponding incentive measures, counselors lack subjective initiative to spend spare time learning red history and developing red educational activities, so their red cultural literacy cannot achieve continuous improvement.

4. Multi-dimensional promotion paths of counselors' professional literacy from the perspective of red cultural education

4.1. Construct a step-by-step systematic training system to consolidate counselors' theoretical foundation of red culture

Firstly, establish classified long-term training modules. Training is divided into three levels: basic popularization, in-depth research and practical innovation according to counselors' working years and academic backgrounds. Basic training covers theoretical knowledge of Party history, local red history and red spirit; in-depth training invites local historians and Party school experts to deliver special lectures interpreting the connotation of red culture in the new era; practical training focuses on teaching skills of red activity design and digital red education. Secondly, build regular red reading and sharing mechanisms. Organize monthly red classic reading meetings, require counselors to write reading reflections and share research achievements of red stories to form a sustained learning atmosphere. Thirdly, carry out paired learning between senior counselors with rich red education experience and young new counselors to realize experience inheritance and synchronous improvement of red literacy.

4.2. Enrich immersive practical platforms to enhance counselors' practical capacity of red education

First, normalize off-campus red research practice. Organize counselors to conduct quarterly red research trips to revolutionary memorial halls and old revolutionary sites, record research notes, and develop special red education teaching cases combined with student characteristics. Second, hold skill competitions of red education. Host competitions of thematic class meeting design, red story speech and short video creation for counselors, promote excellent works on campus new media platforms, and drive practice innovation through competitions. Third, integrate red culture into all daily student management work. Guide counselors to embed red spirit into employment guidance, heart-to-heart talks and volunteer services, and resolve students' ideological confusion with red advanced models, realizing deep integration of red education and daily student management.

4.3. Build an internal and external linked resource system to expand carrier channels of red education

On campus, integrate red exhibition halls, red reading rooms, ideological and political classrooms, and red student associations into a unified red education resource platform, and assign special staff to provide counselors with material support. Off campus, establish long-term cooperative relations between universities

and local red education bases, set fixed research and practice bases for counselors, and jointly develop customized red research routes suitable for college students. Meanwhile, promote the integration of red culture and digital media, train counselors to create online red educational products relying on short video platforms, live streaming and VR technology, and form an integrated online-offline red education resource matrix to break the limitation of single red education carriers.

4.4. Improve supporting assessment and incentive institutional guarantees to stimulate subjective initiative of self-improvement

First, add quantitative indicators of red education into counselors' comprehensive evaluation system. Set clear scoring standards for development of red-themed activities, participation in red research, compilation of red teaching cases and creation of red media products, and link evaluation results with annual awards, performance bonuses and professional title evaluation. Second, set up special research projects of red education for counselors, support their research on red cultural education, fund the compilation of red teaching case collections and red story books, and reward outstanding research achievements. Third, build a talent pool of red education counselors, select counselors with outstanding red education performance to deliver demonstration lectures and exchange experience campus-wide, set typical models to form a positive incentive atmosphere for overall literacy improvement.

5. Conclusion

Red culture is precious spiritual wealth for ideological and political education in universities, and improving counselors' professional literacy of red culture serves as an inevitable requirement to deeply implement red cultural education work. At present, counselors still face multiple constraints, including insufficient theoretical reserve, single practice forms, fragmented resource utilization, and imperfect institutional incentives. Only by constructing a multi-dimensional promotion system integrating systematic theoretical training, immersive practical exercise, internal and external resource linkage and standardized institutional guarantees can universities comprehensively elevate counselors' theoretical accomplishment of red culture, practical capacity of red education and level of red resource integration^[8].

In the long-term process of students' ideological guidance, counselors should take red culture as an important educational tool, continuously enrich their own red cultural literacy, innovate diversified red educational carriers, guide college students to inherit red spiritual genes, and finally realize the organic unity of improving counselors' comprehensive professional literacy and enhancing the effectiveness of university red cultural education. In the future, universities shall continuously optimize training, practice, and evaluation mechanisms, help counselors grow into professional ideological workers with a solid red cultural foundation, and steadily promote the high-quality development of university ideological and political work.

Disclosure statement

The author declares no conflict of interest.

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