



The Value Implications and Practical Path of Integrating Red Agricultural Culture of the Central Plains into Art and Aesthetic Education in Colleges and Universities

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Abstract. Art and aesthetic education in colleges and universities is an important way to enhance the aesthetic and humanistic qualities of college students, and has an irreplaceable role in establishing morality and educating people. Red agricultural culture is closely connected with red culture and agricultural culture, which is a modern agricultural culture embracing red cultural inspiration and inheriting red genes, and is of great significance in practicing the development of art and aesthetic education in colleges and universities in the new era. The integration of the red agricultural culture of the Central Plains into the art and aesthetic education in colleges and universities is still facing a lot of practical dilemmas, this paper takes the red agricultural culture of the Central Plains as the entry point, combines with the requirements of the era of high-quality development of the aesthetic education in colleges and universities, and explores the value implication of the integration of the red agricultural culture of the Central Plains in the new era with the development of the art and aesthetic education in colleges and universities and the practical path.

Keywords: Red agricultural culture; Art and aesthetic education; Realistic value; Practice path

1 Introduction

The red agricultural culture of the Central Plains is directly related to the development of the Chinese revolution and socialist construction, and is a special type of revolutionary historical relics with strong political colors, witnessing the continuous exploration of the road of agricultural development by the Communist Party of China over the past hundred years. In October 2020, the Central Committee of the Communist Party of China and the State Council issued the “Overall Program for Deepening the Reform of Educational Evaluation in the New Era”, which proposes in the document that it is necessary to “comprehensively improve students' ability to feel beauty, express beauty, appreciate beauty, and create beauty”. The characteristics of red agricultural culture have unique aesthetic connotations and impacts, and the integration of red agricultural culture into the construction of art and aesthetics courses in colleges

and universities has an important value for the new era of colleges and universities to cultivate socialist builders and successors with all-round development of “morality, intellectuality, physical fitness, aesthetics, and hard work”. At present, there are fruitful theoretical achievements in the integration of red culture into art and aesthetic education in colleges and universities. Red agricultural culture is the inherent origin of red culture, which constitutes the underlying mechanism of red culture. The strategic research on the integration of red agricultural culture into art and aesthetic education programs in the Central Plains is constrained by two factors: first, the unscientific design of the curriculum for the integration of red culture into aesthetic education [1]. The second is the shallow excavation of cultural resources. [2] This study takes the red agricultural culture of the Central Plains as the research object, analyzes the value implication of integrating the red agricultural culture of the Central Plains into the art aesthetic education curriculum of colleges and universities, and proposes the practical path of integrating the red agricultural culture of the Central Plains into the art aesthetic education curriculum of colleges and universities.

2 Historical Implications of Red Agricultural Culture in the Central Plains

Red agricultural culture has important political, cultural and educational values, and is an advanced culture formed during the great historical process of Chinese revolution and construction [3]. It carries the political pursuit and historical mission of the Communist Party of China (CPC) to practice the whole process of people's democracy, which originates from the people, is based on the people, is related to the people, and is beneficial to the people. The Central Plains is an important region for agricultural development in China, and the Red Agricultural Culture of the Central Plains is a red agricultural culture based on the Central Plains region. The Red Agricultural Culture of the Central Plains is an important part of China's revolutionary history, which not only reflects the heroic deeds and revolutionary spirit of Chinese peasants in the revolutionary struggle, but also demonstrates the unique position and contribution of agriculture in China's social development. The Red Agricultural Culture of the Central Plains has gone through three stages: formation, development and perfection.

Formation stage. The formation stage of the Red Agricultural Culture of the Central Plains can be traced back to the period of the peasant movement and the agrarian revolution in the early 20th century. In this stage, peasants organized themselves to fight for land and the right to live, and gradually formed an agricultural culture with a revolutionary nature. **Historical background:** In the early 20th century, Chinese society was in turmoil and the peasants were in extreme poverty and exploitation. The rise of the Agrarian Revolutionary Movement led to a gradual awakening of the peasants in the revolutionary struggle, and they began to organize themselves to fight back. The peasant movement in this period laid the foundation for the formation of the Red Agricultural Culture in the Central Plains. **Characterization:** The Red Agricultural Culture of the Central Plains in this period was mainly manifested in the collective consciousness of the peasants and the sprouting of the revolutionary spirit. The peas-

ants developed the spirit of unity, cooperation and courage to sacrifice in the struggle, and revolutionary literature and art works mainly by peasants began to appear.

Development Stage. The development stage of red agricultural culture in the Central Plains was mainly concentrated in the period of the War of Resistance against Japan and the War of Liberation [4]. During this period, farmers became the backbone of the revolution under the leadership of the Chinese Communist Party (CCP), and the red agricultural culture was further developed and enriched. Historical background: during the War of Resistance Against Japanese Aggression and the War of Liberation, the Chinese Communist Party penetrated into the countryside, mobilizing and organizing the peasants to carry out anti-Japanese and anti-imperialist and anti-feudal struggles [5]. The peasants became the main force of the revolutionary war, and the establishment and development of rural bases allowed the red agricultural culture to spread and deepen in the vast rural areas. Characterization: the red agricultural culture of the Central Plains in this stage shows a strong spirit of patriotism and revolutionary struggle. The peasants not only participated in the actual war struggle, but also disseminated revolutionary ideas through various forms of cultural activities, such as revolutionary songs, dramas and folklore, which enhanced the fighting power and influence of the culture.

Perfection Stage. The perfection stage of red agricultural culture in the Central Plains occurred after the founding of New China, especially during the period of socialist construction and reform and opening up. With the development and changes of society, the red agricultural culture of the Central Plains was gradually systematized and institutionalized, becoming an important part of socialist culture. Historical background: After the founding of New China, especially since the reform and opening up, Chinese society has undergone profound changes [6]. The rapid development of rural economy and the improvement of farmers' living standards have provided new opportunities and platforms for the inheritance and development of red agricultural culture [7]. At the same time, the state's attention to and support for rural cultural construction allowed the red agricultural culture to be systematized and institutionalized. Characterization: The red agricultural culture of the Central Plains in this stage has been injected with elements and connotations of the new era on the basis of inheriting the revolutionary tradition. The construction of red tours, revolutionary memorial halls and museums, as well as educational and publicity activities of red culture have enabled red agricultural culture to be widely disseminated and promoted, and become an important part of socialist culture in the new era.

3 Functional connotation of art and aesthetic education in colleges and universities

Art aesthetic education refers to a form of education that cultivates students' aesthetic ability and aesthetic interest, and improves their aesthetic and humanistic qualities through aesthetic experience and appreciation of art [8]. Art aesthetic education not only pays attention to students' art skill training, but also pays more attention to their inner aesthetic experience and emotional education.

The function of art aesthetic education in colleges and universities. Art aesthetic education has various functions in the education system, including: ① Aesthetic education function: through the appreciation and creation of art works, students' aesthetic ability is cultivated, so that they have the ability to discover, appreciate and create beauty. ② Emotional education function: art and aesthetics education through art activities to stimulate students' emotional resonance, cultivate their ability to express their emotions and empathy, and promote the healthy development of the mind. ③ Function of cultural inheritance: Art and beauty education passes on and promotes national culture and traditional art through teaching art knowledge and skills, and enhances students' sense of cultural identity and pride. ④ Creativity cultivation function: through art creation activities, it stimulates students' imagination and creativity, and cultivates their innovative spirit and practical ability. ⑤ Moral Education Function: Through the moral concepts and values embedded in art works, art aesthetic education influences students' moral cognition and behavioral norms in a subtle way, and promotes the improvement of character cultivation.

The connotation of art and aesthetic education in colleges and universities. In college education, art and aesthetic education has a unique and important position, and its connotation includes the following aspects: ① Comprehensive. Art and aesthetic education in colleges and universities emphasizes comprehensive education, combining a variety of art forms, such as music, art, dance, drama and so on, to comprehensively improve students' aesthetic quality and artistic cultivation through diversified art experiences. ② Combination of theory and practice. Art and aesthetic education in colleges and universities not only focuses on the teaching of theoretical knowledge of art, but also emphasizes the importance of art practice. Through actual art creation and performance activities, students can understand and master the essence of art in practice and improve their comprehensive quality. ③ Cultural identity and value education. Art and aesthetic education in colleges and universities focuses on cultural identity and value education, and through the appreciation and analysis of art works, it helps students to understand and identify with the culture and history of their own nation, as well as to accept and understand multiculturalism, and to form correct values and worldviews. ④ Personalized development and comprehensive development. Art and aesthetic education respects students' personality development and encourages them to express themselves in artistic creation, while focusing on all-round development and cultivating students' comprehensive quality, so that they can become socialist builders and successors with all-round development in morality, intelligence, physical fitness, aesthetics and labor [9]. ⑤ Promote innovation and social service. Art and aesthetic education in colleges and universities encourages innovation and stimulates students' creativity and innovative thinking through art activities. At the same time, through art education and social service activities, it cultivates students' sense of social responsibility and service consciousness, and promotes the development and progress of social culture.

4 The unique value of integrating the red agricultural culture of the Central Plains into the art and aesthetic education curriculum of colleges and universities

As a unique historical and cultural phenomenon, the red agricultural culture of the Central Plains contains rich values of education, culture and memory. Integrating the red agricultural culture of the Central Plains into the art and aesthetic education program of colleges and universities can not only inherit and carry forward this valuable cultural heritage, but also enhance students' comprehensive literacy and humanistic qualities on multiple levels.

Nurturing value. ① Cultivate the spirit of patriotism. The red agricultural culture of the Central Plains reflects the heroic deeds and unyielding spirit of farmers in the revolutionary struggle, and its integration into the art and aesthetic education courses in colleges and universities can convey the spirit of patriotism through art forms and inspire students' national pride and patriotic feelings. ② Enhancement of aesthetic literacy. Through the appreciation and creation of art works, students can find elements of beauty and artistic inspiration in the red agricultural culture of the Central Plains, and improve their aesthetic literacy and artistic appreciation. The uniqueness and revolutionary spirit of red culture also provide rich materials and creative inspiration for art creation. ③ Cultivate innovative thinking. The integration of the red agricultural culture of the Central Plains into the art and aesthetic education curriculum can stimulate students' imagination and innovative thinking through artistic creation. In the process of creation, students can cultivate their innovative and practical abilities through the understanding and reproduction of red culture.

Cultural value. ① Inherit and promote traditional culture. The red agricultural culture of the Central Plains is an important part of traditional Chinese culture, and integrating it into the art and aesthetic education curriculum of colleges and universities helps to pass on and promote this valuable cultural heritage, so that students can understand and identify with the culture and history of their own people in their study and creation. ② Promote cultural diversity. Through the study and creation of the red agricultural culture of the Central Plains, students can come into contact with and understand diverse cultural forms, and enhance their respect for and tolerance of cultural diversity. This helps to cultivate students' global vision and cross-cultural communication skills [10]. ③ Enhancement of cultural self-confidence. In the context of globalization, the inheritance and development of traditional culture faces great challenges. Integrating the red agricultural culture of the Central Plains into the art and aesthetic education curriculum of colleges and universities can enhance students' cultural self-confidence and make them more confident and comfortable in cultural exchanges and competition.

Memory value. ① Keep historical memory. The red agricultural culture of the Central Plains records the heroic deeds and revolutionary spirit of Chinese peasants in the revolutionary struggle, and passing these historical memories to the younger generation through art forms helps to maintain and pass on historical memories, so that students can understand and remember history. ② Enhance historical cognition.

Through the study and creation of red agricultural culture in the Central Plains, students can gain a deeper understanding of the background and development process of China's revolutionary history and enhance their historical cognition. This not only helps students understand history, but also draw wisdom and strength from history to guide real life and future development. ③ Construct common memory. Integrating the red agricultural culture of the Central Plains into the art and aesthetic education curriculum of colleges and universities, through collective creation and display activities, students can construct a common memory and enhance the sense of collective honor and the spirit of unity.

5 Exploring the Practical Path of Integrating the Red Agricultural Culture of the Central Plains into the Art and Aesthetic Education Curriculum of Colleges and Universities

In order to effectively integrate the red agricultural culture of the Central Plains into the art and aesthetic education courses in colleges and universities, characteristic teaching content is the top priority, and suitable teaching content can be sorted out from several aspects. First, students should understand the historical background of the Central Plains Red Agricultural Culture (Figure 1), including its formation, development and perfection stages, and familiarize themselves with important events and figures. Second, the course should cover the artistic expressions of red agricultural culture, such as paper-cutting, Chinese painting, printmaking, etc. By appreciating and analyzing these art forms, students' artistic appreciation and sense of cultural identity will be enhanced. Finally, students are encouraged to carry out cultural innovation of works of red agricultural culture in the Central Plains, and deepen their understanding and identification of red agricultural culture in the Central Plains through exhibition of works and cultural dissemination, so as to realize the inheritance and development of red culture.



Fig. 1. The historical background line of the red agricultural culture in Central Plains

Integrating the above elements of the red agricultural cultural heritage of the Central Plains into the teaching content of art and aesthetic education courses, taking the “paper-cutting art and aesthetic education course”, “printmaking art and aesthetic education course” and “Chinese painting art and aesthetic education course” as examples, and presenting them in the form of art works of “paper-cutting”, “printmaking” and “Chinese painting”. “Take “Paper-cutting”, “Printmaking” and “Chinese Painting” as an example, and present them in the form of art works, with detailed teaching suggestions (as shown in Table 1, 2 and 3):

Table 1. Chinese painting fine brush art aesthetic education course teaching distribution

Chinese painting fine brush art aesthetic education course course teaching			
Serial number	Knowledge unit	Class hour	Teaching method
1	Master the basic techniques and expression language of Gong bi painting	4	Classroom teaching case teaching
2	Appreciate classic Gong bi painting works (To the Central Plains red agricultural Heritage Appreciation of classic works for the point of integration)	2	Classroom teaching, case teaching The appreciation of classic works is combined with homework commentary.
3	The mastery of traditional Chinese painting color techniques integrating elements of the Central Plains red agricultural cultural heritage	4	Classroom teaching case teaching Discuss teaching
4	Traditional Chinese painting works incorporating elements of red agricultural heritage	6	Classroom teaching case teaching Discuss teaching
Total		16	

Table 2. Print art aesthetic education course teaching distribution

Print art aesthetic education course course teaching			
Serial number	Knowledge unit	Class hour	Teaching method
1	Master printmaking methods and expression language	4	Classroom teaching case teaching, discussion teaching.
2	Appreciate classic prints (To the Central Plains red agricultural heritage Appreciation of classic works for the point of integration)	2	Classroom teaching, case teaching, Discuss teaching and game teaching.

3	The mastery of printmaking techniques integrating the elements of the Central Plains red agricultural cultural heritage	4	Classroom teaching, case teaching, Discuss teaching.
4	Prints incorporating elements of red agricultural heritage	6	Classroom teaching, case teaching, Practical activities.
Total		16	

Table 3. Paper cutting art aesthetic education course teaching distribution

Paper-cutting Art Aesthetic Education Program Curriculum Teaching			
Serial number	Knowledge unit	Class hour	Teaching method
1	Master the basic techniques of paper-cutting and common pattern cutting techniques	4	Classroom lectures case studies discussion teaching
2	Classic Paper Cutting Works Appreciation (Appreciation of classic works incorporating the red agricultural cultural heritage of the Central Plains)	2	Classroom lectures, case studies, Discussion teaching, game teaching.
3	Design of Paper Cutting Works Incorporating Elements of the Red Agricultural Cultural Heritage of the Central Plains	4	Classroom lectures discussion teaching.
4	Creation of Paper Cutting Works Incorporating Elements of the Red Agricultural Cultural Heritage of the Central Plains	6	Classroom lectures case studies Hands-on activities.
Total		16	

6 Conclusion

Integrating the red agricultural culture of the Central Plains into the art and aesthetic education curriculum of colleges and universities is an important initiative to inherit and carry forward the excellent traditional Chinese culture, promote the educator's spirit, and cultivate the feeling of family and country. This process not only enriches the content of art and aesthetic education courses, enhances students' cultural literacy and art appreciation, but also stimulates their patriotism and innovative thinking. In the future, colleges and universities should continue to explore and practice, deepen the integration of red culture and art education, cultivate high-quality talents with all-round development, and inject new vitality into the inheritance and development of red culture.

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