



Research on the High-Quality Integration of Red Culture Inheritance and Ideological and Political Education in the New Era

Yu Zhang*

Xuzhou Vocational College of Industrial Technology, 221140, Xuzhou, Jiangsu, China

*Corresponding author e-mail: 599281589@qq.com

Abstract. The symbiotic relationship between the inheritance of red culture and ideological and political education is explored in this paper. A comprehensive investigation and analysis of the current state of red culture's integration into ideological and political education are conducted, with a focus on identifying and addressing the salient issues that impede this integration. The paper proposes a strategic framework for achieving a high-quality fusion of red culture inheritance and ideological and political education in the new era, encompassing four pivotal strategies: integrating red culture based on core values, leveraging multimedia technology to enhance the appeal of red culture inheritance, deepening the recognition of red culture and social responsibility through social practice, and forging a cultural education community through home-school co-operation.

Keywords: Red Culture; Cultural Heritage; Ideological and Political Education

1 Introduction

In alignment with policy directives such as the "Implementation Outline for Patriotic Education in the New Era" and the "Several Opinions on Deepening the Innovation and Reform of Ideological and Political Theory Courses in Schools in the New Era," there is a clear mandate for the organic integration of red revolutionary culture, excellent traditional Chinese culture, and advanced socialist culture into the ideological and political education system. This integration is designed to amplify the persuasive power and efficacy of ideological and political education. The reciprocal enhancement between the inheritance of red culture and ideological and political education is evident; the promotion of revolutionary spirit and culture serves to fortify the appeal and effectiveness of ideological and political education. This, in turn, aids students in achieving a profound comprehension and identification with the socialist system and path under the leadership of the Communist Party of China, thereby elevating their cultural recognition and ideological and political awareness.

2 The Current State of Red Culture Integration into Ideological and Political Education in Higher Education Institutions

This survey endeavors to delineate the current landscape of higher education instructors' efforts to infuse red culture into ideological and political education. Through a meticulously designed questionnaire survey targeting educators at a specific university, the study aims to uncover the challenges and issues prevalent in contemporary teaching practices, thereby providing a reference for future reforms and optimizations. The questionnaire encompasses educators' cognition, attitudes, implementation status, and the difficulties and suggestions regarding the integration of red culture into ideological and political courses. The detailed findings are as follows:

2.1 Frequency of Incorporating Red Culture Content into Ideological and Political Courses

The data reveals that approximately 40% of educators indicated a "frequent integration" of red culture into their courses, with 20% integrating it into every lesson, signifying a notable recognition of red culture's significance in ideological and political education. However, a concerning 30% of educators only "occasionally integrate" red culture, and 10% "rarely integrate" it, highlighting an insufficient permeation of red culture in some classrooms. The disparity in educators' emphasis on red culture suggests that a lack of understanding or scarcity of teaching resources may hinder its full incorporation into the curriculum.

2.2 Students' Interest in Red Culture Content

The data indicates that 65% of educators believe students exhibit a strong interest in red culture, suggesting that such content can capture students' attention. Conversely, 35% of educators perceive a general or lackluster interest, implying that the teaching methods may lack innovation or design, failing to fully engage students. This underscores the ongoing challenge in ideological and political education to enhance students' interest in red culture through modern educational techniques and pedagogical approaches.

2.3 The Role of Red Culture in Ideological and Political Education

Educators predominantly concur that red culture plays a pivotal role in "reinforcing moral education" (35%) and "enhancing cultural identification" (30%) within the realm of ideological and political education, marking these as the convergent points between red culture and ideological and political education. Additionally, "augmenting national pride" (25%) is identified as a significant role. Although "enriching the content of ideological and political education" is acknowledged by a lesser proportion (10%), this may reflect the current singular approach to utilizing red culture content,

indicating a need for further expansion and exploration to diversify its integration into the classroom.

2.4 Challenges Encountered When Teaching Red Culture Content

The primary obstacles educators face include "a scarcity of teaching resources" (30%) and "a compact course schedule" (25%). The teaching materials and resources related to red culture are not yet systematized or standardized, leaving educators bereft of adequate textbooks and references. The compact course schedule further constrains the effective integration of red culture content within limited time frames. Other challenges such as students' weak foundational knowledge and limited teaching methodologies also impinge upon the teaching effectiveness, suggesting a need for increased support from educational departments in textbook development, teaching design, and teacher training.

2.5 Resource Support for Ideological and Political Courses Related to Red Culture Provided by Schools

A mere 15% of educators reported that their schools offer "abundant resource support," indicating a significant deficiency in teaching resources across most institutions. Approximately 30% of educators find the resource support inadequate, with a distressing 15% reporting no support at all. This phenomenon suggests that the teaching of red culture content has not garnered the requisite attention and implementation within the education system, necessitating increased investment in red culture educational resources by schools and educational departments.

2.6 Greatest Advantage of Integrating Red Culture into Ideological and Political Education

Forty percent of educators believe that "enhancing students' cultural confidence" represents the paramount advantage of integrating red culture into ideological and political education, while "fostering students' patriotic sentiments" (35%) is also deemed a significant benefit. This reflects a broad consensus among educators regarding the irreplaceable role of red culture in cultivating students' national identification and patriotic spirit. However, the lesser mention of "improving students' moral quality" and "enriching the content of ideological and political education" indicates a need for an expanded understanding of red culture's multifaceted role in ideological and political education, with a focus on leveraging cultural content to elevate students' comprehensive quality.

2.7 Frequency of Organizing Ideological and Political Education Activities Themed on Red Culture by Schools

The data shows that 50% of schools "occasionally organize" activities related to red culture, while 20% "regularly organize" such events. However, a concerning 30% of schools "seldom" or "never" organize these activities. Although some institutions have begun to recognize the significance of integrating red culture with ideological and political education, a systemic design and implementation of activities are lacking on a broader scale, necessitating a heightened promotion of such activities by schools.

2.8 Key to Better Integrating Red Culture into Ideological and Political Education

Thirty-five percent of educators believe that "providing a wealth of teaching resources" is crucial for integrating red culture, while 30% advocate for "enhanced teacher training" as an effective pathway to improving teaching outcomes. Additionally, 25% suggest "developing a diversity of teaching methods," and 10% propose "increasing related courses and activities." This highlights that resource provision and teacher capability enhancement are the primary barriers to cultural permeation at present, necessitating increased investment in these areas, particularly through teacher training and pedagogical innovation, to facilitate the effective implementation of ideological and political education.

3 Typical Issues in the Integration of Red Culture into Ideological and Political Education

Upon an exhaustive analysis of the current state of red culture's integration into ideological and political education, several salient issues have been identified in the teaching practices. These issues not only impede the deep integration of red culture and ideological and political education but also undermine the efficacy of ideological and political education to a significant extent.^[1]

3.1 The Integration of Red Culture Content Lacks Systematicness and Depth

Although many educators acknowledge the significant role of red culture in ideological and political education, its application in the classroom often falls short of systematicness and depth. Some educators merely regard red culture as a supplementary element to ideological and political courses, introducing revolutionary stories or red historical symbols predominantly on special occasions or memorial days, without delving into the profound analysis and exposition of the core values of red culture. This superficial integration method can lead to students' cursory understanding of red culture, failing to grasp its essence. One of the underlying causes is the insufficient mastery of the red culture knowledge system by educators. Many educators lack sys-

tematic learning and research on red culture in their daily teaching, resulting in a singular and superficial integration of cultural content into ideological and political teaching. Furthermore, the existing textbooks and teaching resources, which are predominantly focused on modern political theories, offer a paucity of teaching materials for red culture, thereby limiting educators' ability to fully utilize cultural resources in the classroom. Additionally, schools' curriculum design lacks an integrative consideration of red culture and ideological and political education, failing to establish a systematic teaching plan, which further hampers educators' efforts to deeply expound the value concepts of red culture within the limited class hours.

3.2 Insufficient Convergence of Red Culture with Modern Educational Means

With the rapid advancement of information-based education, modern teaching means are increasingly prevalent in ideological and political education. However, in the teaching of red culture, many educators still rely on traditional lecture-based methods, failing to effectively harness modern technological means to enhance the interactivity and vividness of teaching. This results in a lack of interest among students in learning red culture, with the content being insufficiently attractive to stimulate their active participation. The root cause of this issue lies in the failure of red culture educational resources to fully converge with modern information technology. Many red culture contents, rich in historical context and revolutionary spirit, are not effectively presented in an engaging and vivid manner due to traditional teaching approaches. Moreover, some educators are not proficient in utilizing information technology, and thus fail to effectively incorporate emerging teaching tools such as multimedia and virtual reality into their lessons. This disconnect between the transmission of red culture and students' learning needs is exacerbated by the lack of corresponding training and guidance for educators, which in turn hampers their practical ability to implement information-based teaching methods and affects the educational impact of red culture.

3.3 The Disconnect Between Red Culture Education and Students' Daily Lives

Red culture, emerging from specific historical contexts and revolutionary struggles, may seem distant from the daily lives of contemporary students, despite its timeless spiritual value. Many students have a limited understanding of revolutionary history and struggle to connect these revolutionary spirits with their own lives. Consequently, when educators present the classic contents of red culture in the classroom, students may perceive these as remote or abstract concepts that fail to resonate with them, significantly reducing the effectiveness of red culture education. The root of this issue lies in the course design, which often fails to bridge the gap between red culture and students' real-life experiences. Educators tend to rely on standardized content from history textbooks, neglecting the growth backgrounds and cognitive characteristics of modern students. Additionally, in today's society, where students are exposed to a diverse array of cultures and information, they are easily drawn to popular and enter-

taining content, overshadowing the importance of red culture. Therefore, educators' inability to effectively guide students in understanding the practical significance of red culture in teaching leads to an insufficient depth of integration in ideological and political education.

3.4 Inadequate Integration of School and Social Cultural Resources, Leading to a Singular Form of Red Culture Education

In many educational institutions, the combination of ideological and political education with red culture is often confined to classroom teaching, lacking the support of social practice and extracurricular activities. Although some schools have begun to enhance cultural education through activities such as watching red-themed films and visiting museums, the quantity and quality of such activities are insufficient to meet the needs of in-depth learning. Furthermore, schools often fail to collaborate with local cultural institutions, revolutionary sites, and cultural groups when introducing social cultural resources, resulting in low utilization efficiency and preventing students from deeply experiencing the charm of red culture through diverse forms. One reason for this issue is the insufficient coordination by schools and educational authorities in integrating social cultural resources, failing to develop a systematic cultural education plan. Additionally, schools lack the necessary funds and human resources to organize a wide range of cultural practice activities, making the form of red culture education too singular and unable to sustain students' interest over time. Moreover, some school administrators have an insufficient understanding of the importance of red culture education and do not regard cultural inheritance and ideological and political education as key components of the overall education system, leading to a lag in the form and content of cultural education.

4 Strategies for the High-Quality Integration of Red Culture Inheritance and Ideological and Political Education in the New Era

4.1 Strategies for Integrating Red Culture Based on Core Values

The deep integration of cultural inheritance and ideological and political education must be founded on a shared set of core values. Red culture is highly congruent with the core values of socialism, both emphasizing personal responsibility, collective values, and the primacy of national interests. Therefore, in ideological and political teaching, educators should focus on guiding students to understand and identify with these core values. Through an in-depth interpretation of red culture, students can be cultivated to have a sense of identification with culture and the nation. This strategy of integrating based on core values enables students to gradually internalize the core values of socialism while learning about Chinese red culture, making them guiding principles for personal behavior.^[2] Educators can combine the core concepts of red culture, such as "self-improvement, hard struggle, and selfless dedication," with the

core values of socialism, "patriotism, dedication, integrity, and friendliness," to help students understand and identify with these values from the historical and cultural roots. Through the construction of this value community, ideological and political teaching can not only enhance students' confidence in red culture but also elevate the ideological and contemporary relevance of education, enabling students to better internalize the red spirit as a driving force for personal growth.

4.2 Leveraging Multimedia Technology to Enhance the Appeal of Red Culture Inheritance

The widespread application of multimedia technology offers new opportunities for the integration of red culture and ideological and political education. Red culture contents, often steeped in historical significance and revolutionary spirit, can be challenging to engage students with through traditional oral explanations alone. Modern multimedia technology, such as animation, virtual reality (VR), and augmented reality (AR), can visualize and three-dimensionalize cultural contents, allowing students to more intuitively experience and understand the charm of red culture. The introduction of video resources, audio materials, and pictorial data can also enable students to experience the content through multiple senses, thereby deepening their memory and understanding. In teaching practice, educators can use multimedia tools to vividly present the historical background, character stories, and cultural essence of red culture. For instance, when explaining the spirit of the Long March, educators can play documentaries or historical footage related to the Long March to vividly recreate the heroic struggles of the Red Army in harsh conditions. Multimedia not only enriches teaching forms and enhances classroom interactivity and appeal but also arouses students' emotional resonance and enthusiasm for learning red culture, thereby effectively improving the quality of ideological and political education.

4.3 Deepening the Recognition of Red Culture and Social Responsibility through Social Practice

Social practice is an effective pathway for combining cultural inheritance with ideological and political education. Red culture should not be confined to classroom teaching; social practice allows students to apply what they have learned to real-life situations, thereby deepening their understanding and recognition of the culture. By engaging in community activities, participating in cultural events, and visiting historical sites, students can experience and perceive the power of red culture in real social contexts, achieving the educational goal of "knowing and doing as one." Social practice can effectively enhance students' cultural recognition and sense of social responsibility. Through participation in practical cultural activities, students can not only trace the inheritance of culture but also cultivate a sense of responsibility towards the nation and society, internalizing these as personal ideological and behavioral norms. In ideological and political education, educators should design a variety of social practice projects, integrating red culture with patriotism education, moral education,

and other aspects, helping students to perceive cultural values through practical actions and strengthen their sense of social responsibility.^[3]

4.4 Building a Cultural Education Community through Home-School Cooperation

In the realm of college ideological and political education, home-school cooperation remains a crucial strategy, especially in the context of the high-quality integration of cultural inheritance and ideological and political education. Although college students possess a high degree of independence, the family remains the core venue for cultural inheritance, and parents' words and deeds have a profound impact on college students' cultural cognition and value formation. Therefore, colleges and families should collaborate to jointly guide students in learning and inheriting Chinese red culture, thereby enhancing the effectiveness of ideological and political education.^[4]

In practical terms, colleges can strengthen cooperation with parents through various means. For example, schools can organize cultural lectures or seminars and invite parents to participate, providing them with learning resources related to red culture. Colleges can also utilize home-school interaction platforms or regular parent feedback mechanisms to understand students' performance in cultural education and parents' suggestions, thereby promoting collaborative education between home and school.^[5]

5 Conclusion

The inheritance of red culture and ideological and political education are mutually reinforcing. By promoting revolutionary spirit and culture, the appeal and effectiveness of ideological and political education can be enhanced. Red culture, with its strong emotional and historical appeal, can be leveraged by colleges and universities through various cultural activities and educational practices, such as visits to red culture bases, storytelling of revolutionary history, and appreciation of red films, to strengthen students' patriotic feelings and sense of social responsibility. This approach promotes the high-quality development of ideological and political education in the new era, elevates students' comprehensive quality, and nurtures them into new-era youth with cultural confidence and a sense of historical mission.

Acknowledgement

Fund: 2024 Xuzhou Vocational College of Industrial Technology Curriculum Construction of the "Three Four Five Six" Talent Training System: Pharmaceutical Management and Regulations.

References

1. Liu Zenghui. From Ideological and Political Courses to Curriculum Ideological and Political Education - A Major Innovation in Ideological and Political Work in Colleges and Universities [J]. *Online Learning*,2022,(04):21-25.
2. Zhu Tao. The Path of Integrating the Chinese National Spirit into the "Outline of Modern and Contemporary History of China" [D]. Southwest University of Political Science and Law,2020.
3. Wang Yuan, Wu Shuqin. The Path of Integrating Red Culture into Ideological and Political Education in Colleges and Universities [J]. *Times Report*,2023,(07):75-77.
4. Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge.
5. Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. National Center for Family & Community Connections with Schools.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

