

A Practical Research on Using Red Cultural Resources in the Teaching of Ideological and Political Courses in Colleges

Xiaolu Zhu

Jiangxi Institute of Fashion Technology, Nanchang, Jiangxi, China

785064936@qq.com.

Keywords: college ideological and political, red culture, teaching practice

Abstract: In the context of the further deepening of reform and opening up, social thoughts are showing increasingly complex and diverse characteristics. This constitutes an additional challenge for teachers to introduce Marxism-Leninism to students for college ideological and political courses. As the spark of the collision between Marxism-Leninism and China's profound history, it finally created the "red age" of the People's Republic of China. Numerous outstanding cultural deeds have been born, and important cultural heritage resources are still left behind. The red age, with independent struggle, clear love and hatred, and collectivism as the main spiritual features, can still play a role as a benchmark in the ideological and political field. As a college ideological and political teacher, making good use of the treasure house of red cultural resources can effectively promote the requirements of the Party Central Committee and the whole society to establish advanced ideas, change backward concepts, and eliminate bad behaviors, and also help improve teachers' own ideological and political standards. Therefore, this article puts forward a superficial research on how to use red cultural resources in college ideological and political classrooms in practice and attention points.

1. Introduction

The teaching work of ideological and political education in colleges and universities has always been a difficult point. On the one hand, college students are already adults and often have their own independent ways of thinking and political tendencies; on the other hand, the overall social environment requires that some excellent values must be adhered to, and the capitalist ideology introduced in the reform and opening up critically absorb. Therefore, to do a good job in this work, we might as well base ourselves on the red culture during the founding of the party and the nation, and firmly grasp the original face of the Chinese Communist Party in the education field. Because the party and the country attach great importance to the "red gene" and "red culture", most of the advanced figures, deeds and relics since the founding of the party have been properly preserved, and so far, there are different degrees and forms of red culture around universities in various places. Resources can be used directly by teachers in and out of the classroom. College teachers who are interested in this may wish to think about it.

2. Pay attention to the inheritance of red culture by "people"

Culture is first created, perfected, and promoted by people. Red culture is firstly created by the revolutionary martyrs and people with lofty ideals who have worked hard and sacrificed to overthrow feudalism, imperialism, and bureaucratic capitalism in the Red Age for the establishment of New China and the liberation of the people of all ethnic groups. Specific image, deeds and spirit.

These characters are not just portrait models portrayed in textbooks, but like every ordinary teacher and ordinary student around us, they have various advantages and disadvantages. Driven by the background of the times, they have grown step by step from a croaking baby to a people's hero. Therefore, college teachers should first start from the "red people" and analyze the specific process

that they can change their old ideas, get rid of their own weaknesses and shortcomings under the difficult social environment at the time, and finally reach the heights that ordinary people cannot reach for their lofty ideals; and Combining the current social contradictions, using revolutionary martyrs as a mirror to criticize wrong thoughts and behaviors, and then put forward the values required by ideological and political courses.

The passionate "Red Age" has not yet completely turned the pages of history. There are still many valuable "red characters" in the world, such as the old Red Army, the Old Eight Roads, and the old volunteer soldiers. Most of them have maintained the excellence developed in the revolutionary era. Tradition, having incomparably accurate personal experience and understanding of history and personal experience, these are also precious red cultural resources. Teachers should seize the last opportunity provided by time, and as far as possible invite the veterans to come to the podium in person, or take the students to take the initiative to visit the veterans, ask them to provide students with the best education of the times, and pass on the high spirit of red culture from generation to generation.

3. Pay attention to the preservation of red culture by "things"

Thanks to the national protection policy, red cultural relics such as revolutionary memorials, museums, historical relics, and revolutionary sites can be found around colleges and universities across the country. Among them are tools and materials used in the revolutionary period, as well as the construction results of the revolutionary era.

Ideological and political education cannot be separated from the times by idealism, and the formation of "red culture" cannot be separated from the background of the times and the level of productivity development. What is to be proud of is that with Chinese extremely backward productivity in the revolutionary years, it has developed into one of the most powerful economic and commercial societies in the world after decades. The ancestors have made efforts and blood and sweat that exceed those of all other nations in the world. Great achievements are condensed in these red cultural relics, preserved forever, and become the best teaching materials for ideology and politics.

Ideological and political educators in colleges and universities can visit the memorials and places of the revolutionary era nearby, lead students to observe and admire, compare the development of red cultural relics to modern convenience appliances, and indicate that great advanced ideological and political factors play a driving role behind the leap in material standards. It can also allow students to discuss related topics and deepen their impression. When conditions permit, teachers should try their best to arrange visits to commemorative cultural relics of different periods in the order of historical development, reveal the internal connection between ideological and political factors and historical results, so as to provide practical guidance for today's ideological and political education.

In some economically underdeveloped areas, the architectural styles of various periods before liberation, the beginning of the founding of the People's Republic of China, and the early reform and opening up may still be preserved. These quasi-historical relics that record the struggling footprints of the Chinese people can also be regarded as important red cultures. Resources, college teachers can visit the elderly residents nearby to introduce the hard work and active construction of ordinary people in the revolutionary era to make up for some of the shortcomings that have excessively high requirements for observation and visits.

4. Pay attention to the extraction of red culture by "wen"

It is true that the veterans will gradually wither, and commemorative relics cannot be moved into the classroom as teaching props, but the spirit they embody can be recorded in words. Whether it is the accounts of historical figures and facts, the letters, newspapers, and reviews of the revolutionary era, as well as the research experience of modern scholars, they are all excellent red culture teaching

resources.

When ideological and political teachers use such documents as supplementary teaching materials, they should do their homework in advance, extract the important points of it, and teach in accordance with the curriculum requirements.

Regarding the discussion of revolutionism, thought, etc., attention should be paid to deepening the philosophical connotation behind it, supplementing the background and development context of these philosophical thoughts, avoiding isolated statements, and propagating according to the text, so as to strengthen the forward-looking role of the current social thought development.

With regard to quoting revolutionary historical facts, personal deeds, words and deeds, publications of the times, etc., we should strive to seek truth from facts and give evidence. Never take out of context, make subjective judgments, and substitute the teacher's personal opinions for official conclusions. Especially for some historical details and specific circumstances that are not yet clear, teachers should carefully search for information, verify in many ways to get the results that are closest to the facts, and carry out ideological and political teaching activities on this basis.

For citing comments, research, reports, papers and other materials made by domestic and foreign scholars at the time or in modern times on the Red Revolution era, teachers also need to pay attention to whether the scholar's political inclination and research level match, and should recommend those that are objective, detailed, and ideological Documents and materials required by political courses should not be used that are subjective, omission, or materials that promote bourgeois ideological and political concepts. Of course, as an example of pros and cons, we might as well provide contemporaneous negative textbooks while introducing the literature of the Red Revolution. By contrast, it can better reflect which party's point of view is demonstrated by the development of the current era.

In the selection of specific teaching materials, teachers cannot stick to one pattern and provide students with necessary reference materials according to their actual conditions. The cultivation of ideology and culture does not rely on indoctrination and recitation, but should train students to distinguish from the many ideas and concepts that are most in line with the objective development trend of things, so that after entering the society, they will not lose their thoughts in the messy sources of information Political judgment.

5. Conclusion

The reason why red culture can germinate, grow, grow, and mature in a sinister social environment is precisely because this kind of thinking was born under the domestic and foreign backgrounds at that time, conformed to the development needs of the Chinese people, and became the trend of the times. Real gold, this precious cultural resource is worthy of careful study by every college teacher, and provides an infinite treasure for ideological and political courses. Similarly, the current stage of social development and the environment will also produce excellent cultural fruits like the red culture. College teachers should learn from the past and learn from the present, carry on the past and open up the future, take the red culture as the basis, summarize the internal logic of social ideological and political development, and analyze and dissect in the current society, in this way can we achieve the best teaching effect using red cultural resources. To achieve this effect, teachers must take the initiative to use red culture to guide their thoughts and behaviors, truly understand the essence of red culture, and then lead students to enrich relevant experiences and deepen relevant understanding through various practical means. Pass on the excellent spiritual core from generation to generation.

References

[1] Hongying Chen. Practical research on the use of red cultural resources in the teaching of ideological and political courses in colleges and universities. China Electric Power Education, vol.35, no.294, pp.105-111, 2013.

[2] Qian Li. The application of red culture in the practical teaching of ideological and political courses in colleges and universities--Taking the red culture of western Anhui as an example. Journal of Huainan Vocational and Technical College, no.34, pp.34-38, 2015.

[3] Zhaoyan Huang. Research on the application of the red cultural resources of southwest Guangxi in the practical teaching of ideological and political courses--Taking Guilin University of Technology Nanning as an example. Guangxi Education, no.7, pp.118-122, 2019.