

The Integration Path of Northeast Folk Culture and University Students' Ideological and Political Education

Bo Song

Liaoning Communication University, Shenyang, 110136, Liaoning, China

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Abstract: In view of the present situation of university students' ideological and political education (IPE), there are some problems, such as single teaching content, outdated teaching methods, weak campus cultural atmosphere, formalization of practical activities and so on. In order to solve these problems, it is necessary to actively introduce the elements of northeast folk culture, innovate the IPE model, and improve the effectiveness and pertinence of IPE. The purpose of this paper is to explore the integration path of northeast folk culture and university students' IPE. First of all, this paper makes an in-depth analysis of northeast folk culture, including its rich content, profound cultural connotation and distinctive regional characteristics. Secondly, it analyzes the present situation and problems of university students' IPE, and expounds the importance and connection of integrating northeast folk culture into it. Finally, specific integration paths are put forward from the aspects of teaching content, teaching methods, campus culture construction, practical activities and the integration of educational resources, aiming at promoting the organic integration of the two, improving the effectiveness of IPE and the comprehensive quality of university students. This study also has certain reference significance and guiding role for the integration of folk culture in other regions and university students' IPE.

1. Introduction

Northeast folk culture refers to all kinds of folk customs, fashions, etiquette, etc., which are widely spread in Northeast China and have rich cultural connotations and unique regional characteristics[1]. Northeast folk culture mainly includes the following aspects: folk art: such as paper-cutting, duet, shadow play and so on. These folk art forms condense the wisdom and creativity of the people in Northeast China and are an important part of Northeast culture[2]. Folk music: such as duet, single drum and lullaby. These musical forms have unique rhythms and rhythms, and they are important means for people in Northeast China to express their feelings. Folk dances: such as yangko, stilt walking and lion dance[3]. These dance forms have distinct northeast characteristics and are an important part of people's festivals and festive occasions in Northeast China[4]. Folk stories: such as Manchu stories and Mongolian stories. These stories tell the legendary history and cultural heritage of the people in Northeast China and are an important part of Northeast culture.

IPE for university students is an IPE for university students, aiming at cultivating outstanding talents with socialist core values[5]. University students' IPE mainly includes the following aspects: ideal and belief education; Patriotism education; Civic moral education; Legal discipline education. IPE for university students is an important part of higher education, aiming at cultivating outstanding talents with socialist core values[6]. Northeast folk culture is an important part of China folk culture, with rich cultural connotation and unique regional characteristics. Through the in-depth study of northeast folk culture, we can find that it has profound cultural heritage and broad mass base[7]. Moreover, the northeast folk culture, as an important part of China traditional culture, has distinct regional characteristics and unique cultural charm. Therefore, it is of great practical significance and theoretical value to integrate northeast folk culture into university students' IPE. The integration of northeast folk culture and university students' IPE can not only enhance university students' cultural confidence and comprehensive quality, but also inject new vitality into the inheritance and development of northeast folk culture. This paper will explore the integration

path of northeast folk culture and university students' IPE, in order to provide theoretical guidance for related educational practice.

2. Northeast folk culture

Northeast folk culture is the floorboard of the rich and colorful cultural traditions in Northeast China, which includes many unique lifestyles, folk arts, music, dances, festivals and other activities[8]. These cultural elements have strong local characteristics and reflect the daily life and values of people in Northeast China.

First of all, there are rich lifestyles in northeast folk culture. For example, in rural areas, people will start to kill pigs and chickens after Laba, cut the pork into pieces, put it in vats and send it to the barn to be frozen for consumption during festivals. This custom shows that the winter in Northeast China is long and food is scarce, so people need to reserve enough food in advance to spend the long winter. Secondly, there are many folk arts in the northeast folk culture[9]. For example, stilts and yangko are traditional events that people in Northeast China love (see Figure 1). During the Chinese New Year holidays, people will wear gorgeous costumes and masks to perform stilts and yangko performances. These forms of performance not only show the passionate character of the Northeast people, but also condense the spirit of community unity. Furthermore, the northeast folk culture also includes many unique music and dances. For example, the Northeast Drum is a very famous folk music form in Northeast China, and its tune is high-pitched, vigorous and cadence, which can express the heroic feelings of the people in Northeast China (see Figure 2).



Figure 1 Northeast Stilt Yangko



Figure 2 Northeast Drum

In addition, the festival activities in the northeast folk culture are also very rich. On New Year's Eve, we must eat jiaozi. This is the yearning and sustenance of the people in Northeast China for a better life in the future. During the Lantern Festival, Shenyang, the capital of Liaoning Province, will hold a grand lantern festival to display various folk arts such as lanterns, lanterns and colored lanterns, which is a celebration of the past year and an expectation for the new year. Generally speaking, the northeast folk culture is an important part of China culture, which reflects the history,

natural environment, social customs and people's values and beliefs in Northeast China. It is a bright pearl in China's multi-culture and an important part of human culture.

3. The present situation and problems of university students' IPE

University students' IPE occupies an important position in today's higher education, which aims to cultivate students' ideological and moral quality and establish correct values and outlook on life[10]. However, there are some problems in university students' IPE at present, which are mainly manifested in the following aspects:

IPE theory course lacks attraction, teaching timeliness is not strong, and educational effect is weak. Although many explorations have been made in the teaching of IPE in universities in recent years, there are still students' truancy and truancy in the teaching process, and the phenomenon of chatting, playing mobile phones and dozing off in class is also common, which shows that the IPE theory course is not attractive enough and the educational effect has not achieved the expected goal.

IPE's value leading function is weak, and it is difficult to form mainstream values. The current trend of globalization has brought the impact of multiculturalism, and the mainstream position of Socialism with Chinese characteristics Theory in the ideological field has been challenged. In this case, IPE in universities has a single approach, monotonous form and weak leading function, so it is difficult to form a clear-cut mainstream in cultivating and practicing socialist core values among university students.

IPE theory course lacks interaction and integration with other courses, and lacks all-round IPE system construction. At present, IPE theory course is the main channel for university students' IPE, but this single channel cannot effectively meet the students' needs for IPE. Therefore, constructing an all-round IPE system, integrating other courses with IPE, and improving the effectiveness of IPE are the problems that universities should consider at present. These problems have affected the effect and quality of IPE, and need to be deeply considered and actively solved by college educators.

4. The relationship between the richness of northeast folk culture and IPE

Northeast folk culture is an important part of China culture, with distinct regional characteristics and unique cultural charm. Its rich cultural resources are of great value and significance to university students' IPE. First of all, the northeast folk culture provides rich historical and cultural resources, which can be used in university students' IPE to enrich the teaching content and increase the interest of the classroom. For example, by explaining the heroes and typical deeds in the history of Northeast China, students can be guided to understand and know the excellent traditional culture of China, and their national pride and pride can be cultivated. Secondly, folk art, music, dance and other elements in northeast folk culture can also be used for university students' IPE. For example, students can learn northeast folk music and dance to understand and feel the charm and uniqueness of China traditional culture, thus enhancing their cultural self-confidence. Thirdly, traditional handicrafts and skills in northeast folk culture are also important resources for university students' IPE. For example, we can cultivate students' practical ability and practical ability by learning traditional handicrafts and skills in Northeast China, and at the same time, we can let students know and understand the essence and uniqueness of China traditional culture. Finally, the social customs and etiquette in the northeast folk culture can also be used for university students' IPE. For example, by explaining the social customs and etiquette in Northeast China, students can understand and understand the traditional social norms and moral standards in China, thus guiding students to establish correct values and moral concepts.

5. The fusion path of Northeast folk culture and university students' IPE

5.1. Set up related courses

Integrating northeast folk culture into university students' IPE is not an overnight process, but

requires systematic planning and implementation.

First of all, we can add related courses of northeast folk culture to IPE. For example, we can offer courses on the history, culture, art and society of Northeast China, so that students can have a comprehensive and in-depth understanding of the folk culture of Northeast China. Moreover, these contents can also be integrated into the existing IPE courses, such as explaining the heroic deeds and cultural and artistic works in the history of Northeast China to enrich the content of IPE courses. In addition, we can organically combine the northeast folk culture with the IPE content, for example, we can introduce the deeds of northeast anti-Japanese heroes when explaining the revolutionary history of China, so as to guide students to establish correct values and outlook on life.

Teaching method: Integrating the elements of Northeast folk culture into the teaching method of IPE can increase students' understanding and knowledge of Northeast folk culture. For example, when explaining a historical period, we can introduce cultural relics, sites and other cultural heritages in Northeast China, so that students can deepen their understanding of the historical period through intuitive feelings. Moreover, we can also use teaching methods such as case analysis and group discussion to guide students to think deeply about cultural inheritance and social morality with the theme of northeast folk culture. In addition, modern educational technology can be combined with IPE teaching methods, such as using multimedia technology to integrate the visual elements of northeast folk culture into IPE, thus improving students' cognitive effect and acceptance.

As for practical activities, we should organize students to participate in activities related to northeast folk culture, such as visiting museums, cultural sites, traditional villages, etc., so that students can personally experience the charm of northeast folk culture. In addition, folk artists and cultural inheritors can also be invited to give lectures or performances on campus to increase students' understanding and understanding of northeast folk culture.

Social service: By participating in social service activities, such as providing cultural counseling and traditional skills training for local residents, students can have a deep understanding of local customs and social life and cultivate their sense of social responsibility and cultural protection. Moreover, we can also combine the content of IPE with cultural inheritance and social service to guide students to apply theoretical knowledge to real life and improve their comprehensive quality and sense of social responsibility.

5.2. Strengthen the construction of campus culture

To incorporate the elements of northeast folk culture into campus culture construction, the institution should consider building a cultural landscape with northeast characteristics and carrying out literary and artistic activities with the theme of northeast folk culture. This will help create a cultural atmosphere on campus and let students be influenced by northeast folk culture in a subtle way. Interdisciplinary cooperation: IPE is not an isolated field of education. It can cooperate with other disciplines, such as history, culturology and art, to jointly carry out research and teaching work on northeast folk culture. This interdisciplinary cooperation can provide a broader vision and practical space for the integration of IPE and northeast folk culture.

In terms of the development of educational resources, educators should actively develop and utilize the educational resources of northeast folk culture. This can include tasks such as compiling relevant teaching materials and creating multimedia courseware, with the aim of providing more systematic and standardized teaching resources for IPE. Additionally, educational institutions can explore the integration of elements of northeast folk culture into the construction of campus network culture, thereby expanding the influence of northeast folk culture through modern information technology. In addition, the relevant contents of IPE can be integrated with the educational resources of northeast folk culture to form a distinctive educational resource library or cultural exhibition hall for students to visit and study. Moreover, we can also carry out scientific research activities and academic exchange activities with the theme of northeast folk culture, thus providing more solid academic support and practical guidance for the integration of IPE and northeast folk culture.

To sum up, the integration of northeast folk culture and university students' IPE requires not only the integration of teaching content and teaching methods, but also the all-round integration of campus culture and practical activities. Through various efforts, university students can understand and understand the folk culture in Northeast China, at the same time, enhance their cultural self-confidence and comprehensive quality, and achieve the purpose of IPE.

6. Conclusions

Northeast folk culture is an important part of China folk culture, with rich cultural connotations and unique regional characteristics, and at the same time it has a profound cultural heritage and a broad mass base. Therefore, it is necessary to integrate northeast folk culture into university students' IPE. This can not only enhance the attraction of IPE class, enrich IPE resources, but also promote the cultivation of students' sense of social responsibility. Through in-depth analysis of northeast folk culture and university students' IPE, this paper puts forward a series of specific integration paths. The specific integration paths include: bringing the northeast folk culture into the IPE system to enrich the teaching content; Innovate IPE method and introduce elements of northeast folk culture; Strengthen the construction of campus culture and create a strong cultural atmosphere; Organize practical activities to let university students experience the northeast folk culture personally; Integrate educational resources and realize resource sharing. Through the implementation of the above integration path, it can effectively promote the deep integration of northeast folk culture and university students' IPE, and cultivate more talents with national cultural self-confidence and good moral quality in the new era.

In a word, the integration of northeast folk culture and university students' IPE is of great significance and value. By implementing specific integration paths and suggestions, we can effectively improve the effectiveness of IPE and the comprehensive quality of university students, and promote the inheritance and development of folk culture in Northeast China. Moreover, it also has certain reference significance and guiding role for the integration of folk culture in other regions and university students' IPE.

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