

Research on College Cultural Education Based on the Excellent Cultural Heritage of China

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Abstract: In response to the problems such as unclear purpose, single means, imperfect inheritance mechanism and incomplete guarantee mechanism in the cultural education of universities in the new era, based on Marxist theory and ideological and political education theory, the causes of these problems are analyzed. Then, solutions including using the education of Chinese revolutionary history as the content, strengthening the construction of the educational subject, optimizing the curriculum system, creating campus culture, improving the guarantee mechanism and digital empowerment are proposed. After multiple rounds of university cultural education practices, it has been proved that these measures can effectively enhance the effectiveness of cultural education in universities.

1. Introduction

In the new era of building socialism with Chinese characteristics, it is necessary to resist the interference of foreign cultures, strengthen the value concepts and political identification of socialism with Chinese characteristics, cultivate young people's critical thinking and social responsibility, and conducting research on Chinese culture education is very necessary.

Ziqi Wang [1] believes that Chinese revolutionary history education has the value of constructing historical cognition, cultivating political sentiment, and guiding college students to cultivate great virtue, public virtue, and strict private virtue. Xiaosu Yang [2] holds that Marxism is the ideological and theoretical foundation for the generation of cultural values, Chinese traditional culture is the historical foundation for the generation of red cultural values, and the revolutionary practice activities led by the Communist Party of China are the practical foundation for the generation of red cultural values; Xiaoyu Chen and Xianqiang Cao [3] believe that Chinese revolutionary history education provides rich spiritual resources and educational carriers for the cultivation of cultural confidence among college students, guiding them to enhance their national consciousness and maintain ideological stability. Sufeng Zhou[4] believes that Chinese revolutionary historical culture is a cultural complex that inherits, records, praises, and carries history and reality in diverse cultural forms; Jianping Liu [5] believes that red culture is a unique cultural ideology formed in the process of achieving national independence, people's liberation, national prosperity, and social progress; Jie Zeng[6] believes that the cultivation of students through red culture should fully leverage the theoretical guidance and emotional inspiration of red culture to improve the sound personality of college students. Laiping Xiong and Haolin Liu [7] believe that the cultivation of students through red culture is manifested in patriotic education, education on ideals and beliefs, and moral quality education, which has a profound impact on people's ideological and moral concepts. However, there are still many difficulties and challenges in applying theory to actual student cultivation.

This article deeply analyzes the current situation, problems, and causes of red culture student cultivation in contemporary universities, explores the connotation, theoretical support, and current situation of red culture student cultivation in universities, and innovates new models of red culture student cultivation in universities, aiming to build a scientific and effective student cultivation

system and practical path. It aims to enhance the effectiveness, scientificity, and pertinence of red culture student cultivation, and promote the high-quality development of ideological and political education in universities through the combination of theory and practice.

2. The connotation and functions of red culture

2.1 The conceptual connotation of red culture

The connotation of culture: Culture is the sum of material and spiritual wealth created by human beings in the process of social and historical development. It has historicity, sociality and diversity. It not only includes ideological creations such as literature, art and religion, but also covers non-ideological aspects such as customs, social organizations and production methods.

The connotation of cultural education: Cultural education refers to the education and cultivation of individuals through the power of culture. It uses culture as a medium to convey social values, moral norms and knowledge systems to individuals, promoting their all-round development. Cultural education emphasizes the subtle influence of culture on individuals. By creating a specific cultural environment and atmosphere, individuals are unconsciously influenced and cultivated.

The connotation of red cultural education: Red cultural education integrates red cultural resources into the entire process of ideological and political education. It conveys the spiritual connotation and value concepts of red culture to students through educational means, cultivating their political identity, moral quality and spiritual quality, and guiding them to establish correct worldviews, outlooks on life and values.

Red resources include both intangible and tangible resources, and their content is divided into three categories. First, red resources in material form, such as historical sites, cultural relics, and revolutionary sites. Second, red resources in spiritual form, such as the sum of various spirits formed during the revolution, construction and reform. Third, red resources in institutional form, including behavioral norms and social norms generated under specific periods and conditions.

Spiritual cultural form: It covers revolutionary spirit, heroic deeds, red stories, etc., which are the core and soul of red culture. They can inspire students' emotional resonance and spiritual pursuit. For example: moral norms, fine styles, ideological theories, ideals and beliefs, value standards, etc.

Institutional cultural form: It involves laws and regulations, policy documents, school systems, etc. related to red culture, providing institutional guarantees and normative guidance for red cultural education. For instance, the land policy of rent and interest reduction, the policy of peaceful redemption, the "General Rules of the An Yuan Railway and Mine Workers' Club", the system of people's congresses, etc. all belong to the institutional form of red resources.

2.2 The Necessity of Cultivating People through Red Culture.

The need for political guidance: Red culture education has a clear political orientation, which can guide students to firmly establish their political stance and enhance their confidence in the path, theory, system, and culture of socialism with Chinese characteristics. Through the education of the revolutionary spirit lineage and the inheritance of the red genes, it can guide students to understand the historical inevitability of the leadership of the Communist Party of China, strengthen the "Four Confidences", and cultivate a love for the Party and the country. Using the heroic deeds of revolutionary predecessors and the core spirit of red culture as the carrier, it helps students to establish a people-centered value orientation, strengthen the sense of family and country responsibility, and the spirit of collectivism.

The need for moral shaping: Through the inheritance of red genes, cultivate students' moral qualities and spiritual realm, and promote the formation of good behavioral habits and noble moral sentiments. Morality is the general term for morality and ethics in Latin, usually referring to the behavioral norms and customs agreed upon by a social group. After several centuries of development, philosophical theories have adopted the logical language analysis method of deduction to confirm some universal principles that can guide human behavior in morality.

The need for ideological guidance: Red culture provides students with abundant ideological

resources and spiritual motivation, which can guide students to establish correct ideals and beliefs, and enhance their sense of mission and responsibility. Red culture inherits the essence of Marxism and continuously combines it with the specific practice of the cause of socialism with Chinese characteristics, promoting the creative development of Marxism, systematically transmitting the historical logic, philosophical thoughts, and cultural essence of red culture, and expanding students' political literacy and humanistic vision. Through scenario simulation teaching and on-site teaching at revolutionary sites, we can transform red history into perceptible educational materials, promoting students' emotional identification with and internalization of red culture.

The need for cultural inheritance: Red culture carries the spiritual bloodline of the Chinese nation. Through educational work, realize the inheritance and innovation of civilization, and cultivate new era individuals with cultural confidence and historical responsibility. Red culture permeates the value concepts of the new era of China's construction, providing theoretical support and practical impetus for the construction of Chinese-style modernization. Promoting red culture in the new era is an inevitable requirement for consolidating the foundation of the Party's governance. Universities should closely link the direction of red culture education with students' actual lives, solve various latent problems in students' study, life, and emotional world, provide spiritual nourishment for students' growth and success, and unswervingly promote the inheritance of red culture from generation to generation, playing the role of cultural inheritance.

3. The theoretical basis for cultivating individuals through red culture

3.1 The theoretical core of red culture

Red culture is not a static symbol but an open system that continuously enriches with the passage of time. Its theoretical foundation always roots in Marxism, its spiritual core continues the revolutionary tradition, and its value stance adheres to the people-oriented principle, jointly constituting the spiritual identity of Chinese Communists and the cultural engine for the rejuvenation of the Chinese nation.

The theoretical core of red culture is Marxism, and its essence is Marxism with Chinese characteristics. Marxism emphasizes the historical subject position of the people, the ideal of communism, and the practical view of dialectical materialism. These principles run through the entire process of red culture education and become the spiritual impetus for China's revolution, construction, and reform. For instance, the "seeking truth from facts" ideological line in red culture is the product of the combination of Marxist epistemology and the practice of the Chinese revolution.

The Red Boat Spirit, Long March Spirit, and other red cultural elements originate from the practice of the Chinese revolution and construction, and are verified for their truth value through practice. This "practice - cognition - re-practice" dialectical logic reflects the explanatory power of Marxist epistemology for the generation mechanism of red culture.

Marxism emphasizes that the people are the creators of history. Red culture, as the spiritual achievement of the Communist Party of China and the people's joint struggle, always adheres to the value stance of "people-centered". For example, the self-reliance spirit in the Yan'an Spirit and the "exam-taking" consciousness in the West Baozuo Spirit all reflect the blood relationship between the Party and the people.

The core spiritual traits, lofty ideals and beliefs, the unremitting pursuit of communist society, run through the entire process of revolution, construction and reform. It is manifested as the mission inheritance of "saving the country - rejuvenating the country - enriching the country - strengthening the country", highlighting the historical inevitability. The revolutionary spirit lineage includes the spirit qualities such as hard work, not fearing sacrifice, and collectivism (such as the Jinggangshan Spirit, the Anti-US Aid Korea Spirit). In the new era, it has evolved into the anti-epidemic spirit, the manned spaceflight spirit, etc., maintaining dynamic development. The people's principal position, the adherence to the mass line, and the emphasis on the fundamental purpose of "serving the people" are all imbued with the "people-centered" value background.

3.2 The source of excellent culture

Marx emphasized: "All social life is essentially practical." Historical materialism holds that people's material production and daily activities determine the process of social, political, and spiritual life; people's social interactions and political, cultural, and other superstructures are rooted in material production practices. In the process of material production and life, humans continuously deepen their understanding of nature through planned and purposeful practical activities, and also logically transform nature based on their level of understanding, creating products such as religion, science, politics, concepts, spirit, language, and art, which are collectively referred to as culture. In the real society, people are the main creators of culture. People create a rich variety of cultural products around social practical activities. Social practical activities are the sole source of human cultural creation, the prerequisite and foundation for the emergence of culture, and at the same time, culture also continuously develops and improves in practice. The practical nature of culture promotes social progress and historical changes. Therefore, it is necessary to highly value the role of culture and inspire people spiritually.

Engels pointed out: "The development of politics, law, philosophy, religion, literature, art, etc. is based on economic development. However, they all interact with each other and exert influence on the economic base." The actual conditions of the era, the level of productive development, cultural background, and economic foundation directly determine the development level of culture. At the same time, culture plays a proactive role in social development, influencing people's thinking patterns and behavioral norms. Culture changes along with changes in social material conditions. When culture follows the current trend of historical progress and meets people's needs, this culture is an advanced culture, which can enhance people's overall cultural literacy and promote the development of science and technology.

3.3 The creative transformation of excellent traditional Chinese culture

The excellent traditional Chinese culture has accumulated the splendid civilization of the Chinese nation, recorded the glorious historical process of the Chinese nation, and demonstrated the fine traditions of the Chinese nation. In the fertile soil of the excellent traditional Chinese culture, the Communist Party of China, through the process of eliminating the unessential and preserving the essential, absorbed the essence of traditional culture, and on this basis, innovatively developed the excellent traditional Chinese culture, thereby creating the classic red culture. In the exchanges and collisions between Chinese excellent traditional culture and Western culture, as well as in the conflicts and reflections of cultures in different historical periods, the red culture has absorbed the essence of various cultures and achieved integration and coexistence, as well as common development.

The traditional people-oriented thought is the essence of Chinese political culture. As an important governing concept throughout history, it has deeply penetrated the deep structure of Chinese politics and been internalized as a common political psychology. Adhering to the principle of "people-oriented" means taking people as the core and upholding and applying the Marxist theories on human nature, human value, human needs and the all-round development of human beings. In China's fine traditional culture, on the basis of the creative transformation and innovative development of the people-oriented ideology, we should improve and innovate the educational mechanism, taking meeting and guiding students' spiritual and development needs as the starting point. Taking respecting people, caring for people and understanding people as the basic principles of red culture education, we should stimulate people's subjective consciousness and give full play to their subjective initiative, so as to improve people's quality, realize people's value and promote the all-round progress of society as the fundamental goal.

Chinese excellent traditional culture has absorbed the essence of traditional culture such as family and country sentiments and collectivism, and elevated them to the principle of "serving the people wholeheartedly", achieving the modern transformation of traditional values. For example, the Jinggangshan Spirit has elevated "the responsibility of every person for the rise and fall of the country", reflecting the inheritance and innovation of cultural genes.

The theoretical basis of red culture education lies in the theoretical system of Sinicization of Marxism. It is not only a cultural achievement of the deep combination of Marxist universal truth and Chinese reality, but also a model of creative transformation of Chinese civilization in the process of modernization. This theoretical system, through the unity of historical logic, practical logic and cultural logic, provides a verified textbook for ideological and political education in the new era.

3.4 The cultural heritage of Chinese civilization

The excellent traditional Chinese culture contains ideological and political education contents such as "people-oriented", self-improvement and "harmony and unity". It adheres to the principles of emphasizing the cultivation of students' moral concepts, the concept of integrating knowledge and action, and patriotic feelings, providing rich spiritual nourishment for the education of red culture.

An old Chinese saying: "A gentleman should strive for self-improvement" means that a gentleman should follow the way of heaven, work hard and never relax", comes from the "Book of Changes", meaning that the movement of heaven is vigorous and unceasing, and a gentleman should follow the example of heaven and constantly improve himself and strive for progress. It emphasizes a positive outlook on life that encourages people to actively break through and make continuous progress, which is a concentrated embodiment of the "harmony between heaven and man" philosophy in traditional Chinese culture. "We, the Chinese nation, have the spirit to fight to the death against our enemies, the determination to restore our lost territory on the basis of self-reliance, and the ability to stand among the nations of the world." Since its founding, the Communist Party of China has forged a red culture that embodies the spirit of self-improvement, which is fully demonstrated in the red culture. This is also the spiritual source that enables the red culture to have a long history.

The Chinese civilization, with a history of over 5, 000 years, has always advocated peace. The pursuit of peace, harmony and unity is deeply rooted in the spiritual world of the Chinese nation and deeply integrated into the blood of the Chinese people. The Chinese nation has always been a people who advocate harmony. The "harmony and unity" thought is a distinct national characteristic of the Chinese nation. The "harmony and unity" thought contains the cosmology of harmony between heaven and man and valuing peace, the social outlook of seeking common ground while reserving differences and loving all, the political outlook of tolerance, broad-mindedness, and fairness, the academic outlook of being open-minded and learning from others, the moral outlook of adhering to the right path and being indifferent to fame and fortune, and the outlook on life of being inclusive and rational. It discards the irrational thoughts of harsh criticism and exclusion, and conflict and extremity, and advocates a moderate and balanced attitude towards problems and solutions. In the new era, the education of red culture in colleges and universities should draw on the wisdom of the "harmony and unity" thought, nourish the new generation of college students with scientific "harmony and unity" thought, and guide them to correctly handle the relationships between individuals, individuals and society, and individuals and themselves, and master the correct worldview and methodology for understanding the new form of human civilization.

"Patriotism and family sentiment, for an individual, is the high unity of personal value and national interests; for a family, it is the source of excellent family traditions; for a country, it is the spiritual pillar for achieving social prosperity and national prosperity." The excellent traditional Chinese culture attaches great importance to the education of patriotism and family sentiment. Gu Yanwu's "The rise and fall of the country concerns every man", Wen Tianxiang's "Since ancient times, who has not died? I'll leave my loyal heart to illuminate history", and Fan Zhongyan's "Worry before the people worry, and enjoy after the people enjoy" are all manifestations of patriotism and family sentiment in the excellent traditional Chinese culture, demonstrating the patriotic sentiment of dedication to the motherland, the life ideal of loyalty to the people, and the sense of responsibility and commitment to the nation.

The red gene determines the spiritual essence of red culture and continuously sustains it internally. The red gene shapes the ideals and beliefs, sense of responsibility and commitment, value orientation and behavior patterns of political subjects, and is the fundamental political attribute of the

Communist Party of China. The red gene is the genetic bloodline formed by the Communist Party of China in its historical practice, which originated from the century-long practice of Chinese Communists and guides Chinese Communists to ride the waves and forge ahead with powerful spiritual impetus. It fully demonstrates the spiritual appearance of Chinese Communists. The red gene condenses the value pursuit of the Chinese people and is a precious spiritual wealth for the Chinese people, and even more so, the spiritual code to overcome all kinds of difficulties and obstacles.

4. Analysis of the Current Situation of Red Culture Education in Colleges and Universities

4.1 The achievements made in cultivating students through red culture in universities in the new era

The sense of identification among college students towards red culture has generally increased. The survey results show that 88% of the students have a relatively good understanding or a very good understanding of the knowledge related to red culture, 95% of the students are very fond or quite fond of red culture, 97% of the students believe that learning red culture is helpful for their own growth, and 95% of the students have been touched after learning red culture. This indicates that the sense of identification of college students towards red culture has generally improved. They can clearly know the material, spiritual and institutional forms of red culture, and have a deeper understanding of the essence, practical significance and value of red culture.

Red culture is increasingly integrated into ideological and political courses in universities. Universities have integrated red culture into ideological and political course teaching through means such as conducting red culture-themed teaching, compiling red culture textbooks, and holding red culture lectures, achieving remarkable results. 85% of the students believe that the teaching effect of ideological and political courses is good and they can deeply understand the spiritual connotation of red culture. For example, many universities integrate red culture cases into ideological and political courses, by telling revolutionary stories and analyzing red documents, etc., to enhance students' understanding and identification of Marxist theory.

The atmosphere of red culture education is gradually improving. Universities have created a strong atmosphere of red culture education through activities such as holding red culture-themed events, building red culture campus landscapes, and using new media platforms to promote red culture. 81% of the students believe that the situation of the school's red culture activities is very good and can promote the all-round development of students. Red sculptures, buildings, exhibitions, and cultural corridors in the campus have a subtle influence on the growth and success of college students. Activities with rich forms, such as special lectures, red role model reports, knowledge competitions, red song concerts, theoretical seminars, and on-site visits, are actively active in the red education practice.

The carriers of red culture education have been expanded. Universities actively expand the carriers of red culture education, such as conducting red culture study tours, building red culture practice bases, and holding red culture artistic performances, enriching the forms and contents of red culture education. Combined with local red cultural resources, they have developed red culture courses and practical activities with local characteristics, such as visiting revolutionary sites, memorials, archives, conducting red class group construction, major festival-themed activities, writing, speeches, knowledge competitions, and red song concerts, and theoretical seminars.

Red tourism continues to create a craze. Red tourism has become an important practical form of red culture education in universities. 33% of the students said that their school has carried out red tourism, and 52% of the students have participated in red tourism. Red tourism is very popular among college students. Through red tourism, students can experience revolutionary history in the field and enhance their patriotic feelings and national pride.

4.2 Problems Existing in the Cultivation of Students through Red Culture in Modern Universities

The educational atmosphere and awareness are weak, and some universities do not attach sufficient importance to it. There is a phenomenon of "emphasizing classes but neglecting extracurricular activities", and insufficient attention is paid to the construction of campus red culture. The material investment is much higher than the exploration of spiritual connotations. The construction of red culture educational scenarios lacks systematicness and fails to create a strong campus red culture atmosphere, resulting in a low sense of identification among students with the red spirit.

The educational form is monotonous, and the student participation is insufficient. The existing educational methods are mainly traditional forms such as classroom lectures and on-site visits. There is a tendency of rigidity and didacticism, which is difficult to meet the individualized needs of students. Some activities rely on compulsory participation, and students' initiative is not stimulated. Even a phenomenon of perfunctoriness occurs.

The long-term mechanism and collaborative mechanism are lacking. The utilization of red cultural resources is mainly concentrated on phased special activities (such as theme education, commemorative days, etc.), lacking regular and systematic educational planning. The transformation ability of red cultural resources is weak, and there is a lack of innovative content design and cultural and creative product development.

The professional ability and team building are lagging behind. The professional level of the red culture educational team varies. Some teachers lack theoretical research and practical application capabilities of red resources. The practical platform for students to participate in red culture dissemination is limited, and a collaborative educational pattern between teachers and students has not been formed.

The efficacy of new media dissemination has not been fully released. Some universities' application of new media technology is limited to information release, lacking interactive forms (such as scenario simulation, short videos, etc.), and it is difficult to attract the attention of young people. Red culture education is not closely combined with students' daily behavior formation, and the educational effect is superficial.

The main problems in red culture education in universities mainly lie in the aspects of awareness guidance, form innovation, mechanism improvement, resource development, and technology application. Systematic improvement should be carried out through strengthening top-level design, deepening resource integration, and innovating dissemination methods.

4.3 Analysis of the Causes of Existing Problems in the Cultivation of Students through Red Culture in Colleges and Universities

The new standards of the times impose new requirements on the education of red culture in universities. The new era has set higher standards for the education of red culture in universities. Universities need to constantly innovate their educational concepts and methods to meet the needs of the times. With the rapid development of information technology, the channels through which college students obtain information have become increasingly diverse, and their values and worldviews have been influenced by more complex factors, presenting new challenges to the education of red culture.

The new characteristics of college students pose new challenges to the education of red culture in universities. In the new era, the ideological concepts and behavioral patterns of college students have changed. Universities need to pay attention to the individualized needs of students and innovate educational models. Contemporary college students have a strong sense of self-awareness and a prominent sense of authority, and the distance between family and school is far, making it difficult for them to have face-to-face communication with teachers, resulting in communication barriers between some students and teachers. The new digital form poses new challenges to the education of red culture in universities. The development of digital technology has brought new opportunities and challenges to the education of red culture. Universities need to actively explore the path of digital

empowerment to improve the educational effect. Digital technology has made Western ideologies appear in a more covert form and quickly penetrated into the daily lives of college students. Some self-media, in order to attract attention, are willing to distort historical facts and 丑化 heroes, which has brought a shock to the education of red culture.

New changes in the internal and external environment bring new challenges to the education of red culture in universities. Changes in the international and domestic situation have an impact on the education of red culture in universities. Universities need to strengthen ideological work and resist the erosion of negative thoughts. The negative impact of the market economy has also brought new challenges to the education of red culture in universities. Some merchants, in order to maximize profits, induce college students to over-consume, resulting in problems such as entertainment-oriented, opportunistic behavior, and profit-driven.

5. The educational concept and goals of cultivating people through red culture in universities

5.1 The concept of cultivating students through red culture in modern universities

Chinese leaders attach great importance to the role of cultural incentives and advocate conducting ideological education and political education to unite the people, stimulate their revolutionary spirit, and lay the spiritual foundation for the victory of the revolution. Mastering ideological education is the central link in uniting the entire Party for the great political struggle. Political work is the lifeline of all economic work, which clearly highlights the importance of strengthening political education and clarifies the position of ideological and political education work.

While vigorously building a material civilization, we must also build a socialist spiritual civilization. The most fundamental thing is to enable the broad masses of people to have communist ideals, morality, culture, and discipline. Internationalism and patriotism all fall within the category of spiritual civilization." To carry out spiritual civilization construction requires leveraging the powerful forces of education, morality, and ideology, constantly carrying forward the Party's fine traditions, establishing good moral standards, which is a practical need for promoting socialist construction." We must particularly educate our next generation and the following generations, and must establish the lofty communist ideals. We must not allow our young people to become captives of the decadent ideas of capitalism, that is absolutely unacceptable.

A class is the dominant material force in society, and it is also the dominant spiritual force in society. All classes should choose a cultural system that can represent their own ideology to educate the people, which is also a prominent feature of class society. The culture of the ruling class holds a dominant position. The ruling class, in order to better achieve the goal of maintaining its rule, develops its ideology into a cultural thought with universal significance and in line with common interests.

Tradition is the inheritance of history, mainly manifested through culture, morality, customs, art, systems, and behavioral patterns. The red tradition embodies the moral qualities, behavioral patterns, thinking concepts, etc. of China in various periods of revolution, construction, and reform, and has played a positive role in social development. Moral concept cultivation is an important part of China's excellent traditional culture. It covers a wide range, including the concepts of benevolence, righteousness, propriety, wisdom, etc. mentioned in China's excellent traditional culture.

5.2 The concept of cultivating students through red culture in modern universities

We should adhere to the concept of cultivating people through education, pay attention to the individual development and overall growth of students, respect the subject status of students, and meet the actual needs of students. Universities should deeply understand students' ideological dynamics and learning needs, teach students in accordance with their aptitude, and stimulate students' interest in learning and internal motivation.

We should adhere to the concept of combining education with practice, pay attention to practical teaching, combine theoretical knowledge with practical activities, cultivate students' practical ability and innovative spirit, clarify the fundamental issues of "what kind of people to cultivate, how to

cultivate them and for whom to cultivate them", and integrate the concept of cultivating people through education into the entire education and teaching process.

Adhere to the student-centered concept. Clearly define the fundamental questions of "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them", and integrate the concept of cultivating people through education into the entire process of education and teaching. Pay attention to the individual development and comprehensive growth of students, respect the principal position of students, and meet the actual needs of students. Universities should deeply understand the ideological trends and learning needs of students, teach according to individual characteristics, and stimulate students' interest in learning and internal motivation.

We should stick to the idea of applying what we have learned. Universities should train socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor, and integrate ideological and political education into all aspects of personnel training.

Universities should pay attention to practical teaching, combining theoretical knowledge with practical activities, and cultivating students' practical ability and innovative spirit. Adhere to the concept of student-centered. Universities should provide students with abundant practical opportunities, allowing them to deepen their understanding of red culture and enhance their understanding of society through practice.

5.3 In the new era, the goal of cultivating students through red culture in universities

Through red culture education, students' patriotic sentiments and national pride can be enhanced, and their sense of family and country can be cultivated. Universities should utilize red cultural resources to carry out various forms of patriotic education activities, enabling students to establish correct national and ethnic views in an imperceptible way.

Colleges and universities should guide students to deeply understand the value and significance of red culture, enhance cultural confidence, and promote the prosperity and flourishing of socialist culture. Colleges and universities should enable students to understand the connotation and extension of red culture through teaching, scientific research and practical activities, and feel its unique charm and strong vitality. Colleges and universities should integrate the red gene into students' thoughts and actions, and cultivate their sense of social responsibility and historical mission. Colleges and universities should enable students to inherit the red gene and practice the core socialist values in their studies and lives through course teaching, campus culture construction and practical activities.

The principle of combining dominance with subjectivity. We should give full play to the leading role of educators and the main role of students to form an educational synergy. Educators should carefully design teaching content and methods to guide students to actively participate. Students should think actively and consciously accept red culture education. We should combine theoretical teaching with practical activities to enhance students' comprehensive quality and practical ability. Colleges and universities should establish an educational system in which the first classroom and the second classroom complement each other and teaching methods and activity methods complement each other.

The principle of combining indoctrination with inspiration. While imparting knowledge, we should inspire students' thinking and innovative consciousness. Educators should be adept at using methods such as problem guidance and case analysis to stimulate students' interest in learning and innovative thinking. We should adopt the principle of combining diversity with targeting, and based on the different characteristics and needs of students, adopt diverse educational methods and contents. Colleges and universities should teach students of different grades, majors and growth backgrounds in a way that suits their aptitudes, and carry out activities that touch people's hearts, such as heart-to-heart talks, red tourism and practical investigations.

6. Practical Approaches to Cultivating Students through Red Culture in Higher Education Institutions

6.1. Cultivating the main consciousness of college students in inheriting red culture

We should strengthen college students' recognition and identification with red culture. Through various means such as classroom teaching, practical activities, and new media platforms, college students' rational understanding and emotional experience of red culture have been strengthened. Colleges and universities offer special courses on red culture, hold lectures and seminars on red culture, and enable students to systematically learn about the historical origin, spiritual connotation and contemporary value of red culture.

To stimulate college students' emotional identification with red culture, we can carry out red culture-themed activities, so as to enhance their interest and love for red culture. Colleges and universities can organize activities such as red-themed art performances, red-themed exhibitions, and red-themed film screenings, so that students can experience the charm of red culture through art appreciation. To enhance college students' behavioral identification with red culture, we can guide them to actively participate in red cultural practical activities, enabling them to love and implement red culture. Colleges and universities can organize students to visit revolutionary sites and memorial halls, and carry out red volunteer services, allowing students to experience the essence of red culture in practice.

We should explore regional educational resources, promote the integration of red culture into textbooks, and compile red culture textbooks in line with local characteristics to enrich teaching content. Colleges and universities can explore local red cultural resources, incorporate them into teaching materials, and enable students to understand the red history and revolutionary traditions of their hometowns. We establish precise teaching objectives to bring red culture into the classroom. Colleges and universities can adopt methods such as case teaching, discussion teaching, and situational teaching to enhance the appeal and influence of classroom teaching.

We should follow the scientific teaching laws and promote the infiltration of red culture into people's minds. Through case teaching, discussion teaching and other methods, we guide students to deeply think about the spiritual connotation of red culture. Colleges and universities can organize students to conduct research on red culture, write reflections and feelings, and deepen their understanding of red culture.

6.2. Strengthening the guarantee mechanism for cultivating people through red culture

We should build an educational community involving families, schools, the government and society, form a mechanism of multi-party collaborative education, and jointly promote the work of red culture education. Colleges and universities can enhance cooperation with families, the government and society to build an all-round and multi-level education network.

We should promote the construction of campus culture that educates people through red culture, create a strong atmosphere of red culture on campus, beautify the campus landscape, organize cultural activities, and enhance students' cultural identity. Colleges and universities can set up red culture publicity boards, sculptures, etc. on campus and hold red culture-themed activities. We should set up advanced models, give full play to the leading role of role models and inspire students to be positive and upward. Colleges and universities can carry out the selection activities of "Red Culture Stars" to publicize the advanced deeds of outstanding students.

To improve the material incentive mechanism for educating people through red culture, we should increase the financial input for educating people through red culture and provide material guarantees. Colleges and universities can establish special funds for red culture education to support the development of related activities. We should improve the talent cultivation mechanism for educating people through red culture, strengthen the construction of the teaching staff, and enhance teachers' red cultural literacy and educational ability. Colleges and universities can carry out teacher training to enhance the professional level of teachers.

To innovate the effectiveness evaluation mechanism of red culture in educating people, we should establish a scientific evaluation system to objectively assess and provide feedback on the educational

effect. Colleges and universities can formulate assessment indicators for red culture education and conduct regular assessment work. To consolidate the organizational management mechanism for educating people through red culture, we should strengthen organizational leadership, clarify the responsibilities and divisions of labor of each department, and ensure the smooth progress of the education work. Colleges and universities can establish a leading group for the education of red culture to coordinate the work of all departments.

6.3. Digital technology empowers red culture in education and cultivation

By combining traditional media with new media, we utilize new media platforms to disseminate red culture and expand its influence. Colleges and universities can utilize platforms such as wechat official accounts and Douyin to promote red cultural content and form a joint force for digital technology development. We integrate digital resources, develop digital products of red culture, and enrich educational carriers. Colleges and universities can develop virtual exhibition halls of red culture, online courses, etc., to enhance the dissemination effect of red culture.

Digital technology empowers red culture education mainly by innovating educational models through immersive experiences, intelligent dissemination, and resource activation, and improving educational effectiveness. The specific practical paths are as follows:

Immersive technology reshapes historical perception, using VR/AR to recreate revolutionary scenes, and applying technologies such as large-space VR and holographic projection to accurately restore historical scenes such as the site of the First National Congress of the Communist Party of China and the Long March route, allowing learners to "travel through time and space" through role-playing and multi-person interaction in an immersive experience, deepening emotional resonance. Interactive situational teaching loops, relying on VR Party lessons and digital exhibition halls, construct a "experience-reflection-practice" teaching loop, such as the "Revisit the Long March" VR course at Shanghai Jiao Tong University, which enhances ideal belief education through virtual practice.

Smart technology empowers precise education, with AI-driven personalized education based on big data analysis of students' interests and cognitive characteristics, intelligent delivery of customized red content (such as AI-generated historical short films, interactive questionnaires), achieving personalized teaching for each individual. Digital narrative innovation in expression, using short videos and animations to reconstruct the red discourse system: Chengdu Vocational College popularizes anti-fraud knowledge through comic manuals; the "Antiquities Speak" project at Shanghai Jiao Tong University uses short videos to activate revolutionary relic stories, aligning with the information acquisition habits of the Z Generation. Digital resource libraries support long-term inheritance, the construction of a cloud-based revolutionary relic database, integrating literature, images, etc., to build a digital archive: Shaanxi has digitized 100 revolutionary sites and launched the "Cloud Exhibition" platform for mobile panoramic viewing; Xi'an Vocational College develops a red culture aesthetic education case library to serve teaching practice. By integrating multiple innovative carriers, we have designed "digital + aesthetic education" integrated products, such as revolutionary cultural relics themed bus cards and AI interactive learning Spaces, to promote the integration of red culture into daily life scenarios.

Practical achievements and innovative breakthrough cases: "Digital Origin Tour" technology integrates VR experience (Beijing), and LBE technology realizes multi-person collaborative historical traversal. Resource activation: the "Cloud Exhibition" of revolutionary sites in Shaanxi, scanning the QR code leads to 100 sites. Xi'an Suyuan University's "Digital Empowerment of Red Aesthetic Education" project builds a theoretical framework + immersive classroom + resource library, innovating the educational model. Technology activates the new ecology of red genes, digital technology through three paths: scene liveliness (VR restoration of history), education precision (AI personalized push), and resource cloudification (revolutionary relic digital library), solving the pain points of traditional red education's one-way indoctrination and intergenerational gap.

7. Conclusion

The cultivation of red culture in universities in the new era is an important measure for implementing the fundamental task of fostering virtue. It holds profound significance for cultivating new era individuals with firm ideals and profound patriotism.

Based on research findings, although the current red culture cultivation in universities has achieved remarkable results, there are still issues such as insufficient team quality, lagging curriculum construction, weak environmental synergy, incomplete guarantee mechanisms, and insufficient digital empowerment. These problems mainly stem from multiple impacts of new standards of the times, new characteristics of students, digital challenges, and changes in internal and external environments.

We should adhere to the three major concepts of "fostering virtue, putting students first, and integrating education with practice", and follow the four principles of "combining dominance and subjectivity, integrating theory and practice, combining indoctrination and inspiration, and combining diversity and specificity".

We have established five practical paths: First, we strengthen students' subject consciousness and promote the unity of cognition, emotion and behavior; Second, we will consolidate the main position of ideological and political courses, and incorporate red culture into textbooks, classrooms and minds. Thirdly, to optimize the educational environment, we have established a collaborative mechanism involving families, schools, the government and society. Fourth, we should improve the guarantee system and perfect the mechanisms for material incentives, talent cultivation, assessment and feedback, as well as organizational management. Fifth, we will innovate the application methods of digital technology, accelerate the integration of traditional media and new media, enhance the digital literacy of educational subjects, and strengthen the contemporaneity and appeal of red culture in educating people.

The connotation of red culture is the Sinicization of Marxism, including the creation of the Chinese people, covering resources at the material, spiritual, and institutional levels, and having four core functions: political orientation, moral shaping, ideological leadership, and cultural inheritance.

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