Study on the Path of Integrating Red Culture into the Ideological and Political Education of College Students in the New Era

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Abstract. The purpose of this paper is to discuss the importance of red culture and its integration path in the ideological and political education of college students in the new era. Firstly, the connotation and contemporary value of red culture is analyzed. Secondly, the status quo of the integration of red culture into the ideological and political education of college students is sorted out, and the problems around the insufficient digitalization of educational content, the single method and means of education implementation, and the insufficient precision of the assessment of educational effect are elaborated. Finally, the specific path of the integration of red culture into the ideological and political education of college students in the new era is put forward for the sake of for reference.

Keywords: Red Culture; New Era; College Students; Ideological and Political Education.

1. Introduction

Red culture is derived from the excellent traditional Chinese culture, which has distinct characteristics of national, revolutionary, people's, scientific, political and epochal characteristics. It should be introduced into the ideological and political education of college students, so that college students can be immersed in red culture, cultivate their patriotic feelings, deepen patriotic feelings, and guide them to gradually strengthen their ideals and beliefs. It is the mainstream direction of ideological and political education in colleges and universities in the new era. On the whole, integrating red culture into the ideological and political education of colleges and universities in the new era can help college students to firm up their ideals and beliefs, form a healthy lifestyle, innovate the method of ideological and political education in colleges and universities, and provide important support for the content of ideological and political education in colleges and universities.

2. Connotation and Value of Red Culture

2.1 Connotation of Red Culture

Academics have never stopped researching the red culture, especially the connotation of the red culture, but to this day, there is still no unanimously recognized conclusion. Based on a review of existing literature, this paper defines the concept of red culture as a new cultural form that emerged under the leadership of the Communist Party of China during its long-term revolutionary, construction and reform practices. Guided by Marxism and aiming to ultimately achieve communism, it combines the advanced cultural theories of Marxism with the fine cultural traditions of the Chinese nation. Red culture is an advanced culture that is positive and full of positive energy. Its connotations include ideals and beliefs, creative thinking, collectivism, the interests of the masses, hard work and striving for progress. Its specific forms of presentation include institutional culture, material culture, spiritual culture and ideological culture.

2.2 The Contemporary Value of Red Culture

The contemporary value of red culture is reflected in many aspects.Firstly, red culture can enable college students to receive education on revolutionary traditions in a subtle way, strengthen their political beliefs, cultivate their nation spirit, help them form a correct direction of life development,

and provide rich and powerful spiritual support for college students to become successful.Secondly, red cultural resources are a kind of non-renewable cultural resources, which enhance the infectious force and persuasive power of ideological and political education for college students while providing native quality resources, correct value orientation and laying down the foundation of excellent culture for the ideological and political education of college students.Thirdly, the red culture has the advantage of natural living carrier, living example, living teaching material resources, so that it has a very competitive ideological and political education function, to enhance the effectiveness and relevance of ideological and political education of college students has an important value.

3. Analysis of the Problems of Integrating Red Culture into the Ideological and Political Education of College Students

3.1 Insufficient Digitization of Educational Content

Insufficient digitization of educational content is the primary problem highlighted by the integration of red culture into the ideological and political education of college students at this stage. Firstly, the construction of digital resources for ideological and political education based on red culture is insufficient. For instance, many valuable red cultural resources such as video materials of revolutionary sites and oral accounts of the older generation of revolutionaries have not been fully and effectively digitized and developed, and thus cannot be promptly transformed into digital ideological and political resources that are convenient for college students to learn online. Secondly, the depth of the use of digital teaching tools for red culture and political education is insufficient. For example, most universities have not yet realized the use of virtual reality(VR), augmented reality(AR) and other digital means to design and organize the teaching process of red culture and political education. As a result, students find it difficult to be immersed in the red culture education and the teaching effect is greatly reduced. Finally, the digital teaching force for red culture ideological and political education is weak. Currently, most university teachers of ideological and political courses have not received specialized training to enhance their digital teaching abilities. Many ideological and political teachers still adopt traditional theoretical lecturing methods. Even if some teachers will use multimedia technology to implement teaching, they merely display images and play videos, lacking in-depth integration of digital resources related to red culture ideology and interactive teaching design.

3.2 Single Methodological Approach to the Implementation of Education

The single method and means of education implementation is also an important issue reflected in the current integration of red culture into the ideological and political education for college students. Firstly, the teaching methods in the classroom are monotonous. For example, in many university ideological and political classes, teachers merely recite the red cultural knowledge from the textbook without vivid introductions or employing diversified teaching methods such as storytelling and role-playing, making it difficult to stimulate students' interest in learning about red ideological and political culture. Secondly, the methods for resource utilization are single. Currently, most ideological and political teachers in universities rely heavily on paper textbooks or multimedia materials for teaching, but the content related to red culture in these resources is quite limited. Therefore, it is difficult for teachers to impart in-depth and detailed knowledge of red culture to students solely based on textbooks or multimedia materials. In addition, many teachers, when using these resources to organize teaching, do not carry out secondary processing of these resources, only "fetishism", students can hardly produce a sense of immersion. Finally, there is a single methodological tool for the practice sessions.For example, visiting red memorial halls and martyrs' cemeteries is the main form of red culture ideological and political practical teaching organized by most universities. However, this form lacks innovation and interactivity, making it difficult to reflect the true educational value of red culture practice.

3.3 Insufficient Precision in Evaluating the Effectiveness of Education

The insufficient accuracy of educational effect evaluation is also a key issue that constrains the effectiveness of ideological and political education through red culture at the current stage. Firstly, there is a lack of an evaluation indicator system. At present, most universities lack a relevant indicator system for evaluating the effectiveness of red culture ideological and political education. The existing evaluation indicators mostly focus on students' memory of red culture ideological and political knowledge, and usually assess students through theoretical exams, neglecting the construction of an evaluation indicator system that examines students' values, behavioral practices, emotional attitudes, and other aspects related to red culture ideological and political knowledge. Secondly, the precision of quantitative evaluation is inadequate. For example, most universities only evaluate students' ideological and political learning achievements through the scores of regular theoretical exams and written assignments. However, it is difficult to measure students' attitudes, insights expressed in red culture-themed discussions, and specific behaviors demonstrated in red culture ideological and political practical activities through simple scoring, resulting in a lack of objectivity and effectiveness in the evaluation results. Finally, the evaluation implementation subject is single. At present, the evaluation of ideological and political teaching in most universities is mainly carried out by teachers, without introducing forms such as student self-evaluation, peer interaction, or joint evaluation by schools and families. In addition, the participation of social entities is also very low, leading to limited sources of evaluation information and difficulty in comprehensively evaluating students' learning outcomes of red culture ideological and political education.

4. Exploring the Path of Integrating Red Culture into College Students' Ideological and Political Education

4.1 Development of “Digital + Red Culture” Ideological and Political Program Content Resources

Developing specialized digital curriculum resources for ideological and political education based on the theme of red culture learning is the primary task of integrating red culture into ideological and political education for college students. Specifically, firstly, universities should establish a database of red culture and political thinking resources as soon as possible, efficiently classify and integrate various types of red cultural resources, and strengthen cooperation with institutions such as red culture memorial halls to continuously acquire and update red cultural materials, gradually establishing an integrated online and offline digital resource library for red culture education. Secondly, in order to enhance the advanced application of red cultural digital resources, universities should also introduce artificial intelligence technology, virtual reality (VR), and augmented reality (AR) to create immersive and intelligent learning scenarios for red cultural ideological and political education, thereby improving students' learning experience. Finally, on the basis of continuously improving the digital resources of red culture and politics, universities should also enhance teachers' digital teaching literacy through training, encourage teachers to practice digital teaching of red culture and politics, and establish a resource application evaluation and feedback system to optimize the content of the resources in real time according to the feedback of teachers and students.

4.2 Red Culture Study Tours to Educate People

Carrying out educational activities through red culture study tours is an important measure to enrich the methods of red culture ideological and political education for college students. Specifically, firstly, design a diversified curriculum for study travel. Establish an integrated and diverse curriculum system for red culture study travel that combines "visitation + exploration + practice". For example, when organizing students to visit red culture museums, guide them to explore historical events related to red culture within the museums, and then form a comprehensive and diversified red culture study travel curriculum system through writing research reports and reflections. Secondly, continuously

enrich the content of the study travel curriculum. For example, setting up red culture role-playing activities, red culture promotion activities, and research activities on the preservation of red cultural sites. At the same time, combining the red culture ideology and politics courses with the majors of college students, expanding the knowledge of students, so that students can improve their professional ability while learning red culture ideology and politics knowledge. Finally, to enhance students' experience of participation in activities. When organizing red culture study travel activities, universities can also introduce advanced technological forms such as digital technology, multimedia technology, and artificial intelligence technology to enhance students' experience of participating in the activities.

4.3 Establishment of a Quantitative Evaluation System for Red Culture, Ideology and Human Education

The establishment of a quantitative evaluation system for ideological and political education based on red culture provides a basis for universities to assess and optimize red culture political education programs. Specifically, firstly, establish a hierarchical and multi-dimensional evaluation index and weight of red culture ideological and political education. For example, 30% of the weight of the assessment of the mastery of red culture knowledge, 30% of the weight of the assessment of red culture practice participation, 20% of the weight of the red ideological value transformation, 20% of the weight of the red culture learning and innovation ability and dissemination awareness, and then divided into secondary indicators to evaluate the effect of the students' participation in the learning of the red culture of ideological and political education. Secondly, implement a quantitative evaluation throughout the entire process. Universities should establish quantitative evaluation models and algorithms for ideological and political education based on red culture according to their academic situations. For example, relevant weight evaluation indicators can be established based on the Analytic Hierarchy Process (AHP), and then the evaluation period can be further determined, evaluation data can be collected in real time, and various data on students' participation in red culture ideological and political learning can be aggregated and analyzed based on the evaluation model and algorithm to calculate the students' comprehensive scores. In addition, feedback on the evaluation results should be provided to students in a timely manner. Finally, continuously improve and optimize the quantitative indicator system for ideological and political education based on red culture. Universities should also keep pace with the times to refine and enhance the quantitative indicators for ideological and political education based on red culture, ensuring the advanced nature, practicality, and timeliness of the indicator system.

5. Conclusion

The integration of red culture into the ideological and political education of college students in the new era is a long-term and systematic project. Universities need to promote it through optimizing the teaching of the curriculum, carrying out practical activities, creating a campus atmosphere, and utilizing new media platforms in a coordinated manner, so that the red culture can really enter the hearts of college students and become the spiritual impetus for their growth and success.

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