

Research on the Integration of Red Cultural Resources into the Construction of Integrated Courses in Primary, Secondary, and Tertiary Schools

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Abstract: *At different stages of primary school, middle school, and university, students have different understandings and understandings of things. Therefore, we need to deeply analyze the situation and characteristics of students in different stages, integrate red cultural resources into the integrated construction of Ideological courses in primary, secondary, and tertiary schools, tell Chinese stories well through red cultural resources, help students establish correct worldviews, outlooks on life, and values, and strengthen their ideals and beliefs.*

Keywords: Red cultural resources, Courses, Integrated.

1. Introduction

In the article "Making Good Use of Red Resources, Continuing the Red Bloodline, and Striving to Create New Achievements worthy of History and the People", it is pointed out that today, we have long been far away from the danger of war and have lived a peaceful life for a long time, and are most susceptible to the "osteoporosis" caused by the lack of ideals and beliefs. The red cultural resources and red bloodline are the ideal beliefs that our Chinese nation should always adhere to, inherit and develop. So how should we inherit and develop our ideals and beliefs? This requires Ideological courses to do a good job in curriculum construction, tell the story of China well, and undertake the fundamental task of cultivating morality and talents. The Ideological education courses in primary, secondary, and tertiary schools are not isolated or unrelated to each other, but rather a subject that provides students with Ideological education in stages. In the construction of Ideological education courses, we should pay more attention to the connection and cooperation between each stage, and continuously improve students' comprehensive literacy and firm ideals and beliefs layer by layer. Red resources and red bloodline are our fine traditions, and they are precious treasures unique to the Chinese nation. In the integrated construction of Ideological courses in primary, secondary, and tertiary schools, we should make full use of red resources, tell Chinese stories well, and subtly internalize the precious Chinese red culture and firm ideals and beliefs in students' hearts and externalize them in their actions. We should guide students with correct values and cultivate builders and successors for the modernization of socialism with Chinese characteristics.

2. The Basic Essence of Integrating Red Cultural Resources into the Integration of Ideological Courses in Primary, Secondary, and Tertiary Education

2.1 The Connotation of Red Cultural Resources

Red cultural resources are our precious spiritual wealth, containing rich revolutionary spirit and profound historical

and cultural connotations. With the joint efforts of the people of the whole country, we have achieved the victory of the New Democratic Revolution, completed the socialist revolution and construction, reform and opening up, and socialist modernization construction. In the new era, we will continue to practice and explore socialism with Chinese characteristics and strive to achieve the great rejuvenation of the Chinese nation. Through repeated efforts and explorations, we have gradually formed numerous valuable red cultural resources with unique Chinese characteristics. They are our spiritual nourishment and steadfast beliefs. We have numerous red cultural resources, such as our command center during the War of Resistance Against Japan and an important birthplace of revolutionary culture - the Yan'an Revolutionary Holy Land, including revolutionary sites such as Zaoyuan, Yangjialing, and Wangjiaping. In these revolutionary sites, we will see that even in the most dangerous moments of the country, even when we face the strongest enemy, the vast masses of the people are always engaged in revolutionary struggles against the imperialist powers of Japan; There is also the Ruijin Central Revolutionary Base, which was the birthplace of China's first red regime - the Provisional Central Government of the Chinese Soviet Republic.

We have many memorial halls and museums, such as the Chinese People's Anti Japanese War Memorial Hall, which showcases the history of the Chinese People's Anti Japanese War to us. Although history is gradually fading away, this period of history needs to be remembered by every Chinese people, and the deeds of our predecessors need to be passed down from generation to generation and cannot be forgotten. The victory of the War of Resistance Against Japan played a crucial role in the history of our Chinese nation. We want to tell students that today's happy life was bought with the lives of our predecessors. The victory of the War of Resistance Against Japan cleared the shame of the Chinese nation's modern century, and the Chinese people truly stood up in the world. There are many red stories and heroic figures, such as the story of Lei Feng: Lei Feng is a well-known hero in China, and his deeds embody the spirit of dedication and socialist core values. Yang Jingyu, Zhao Yiman and other anti Japanese heroes, their heroic deeds were widely spread in the War of Resistance Against Japan, inspiring future generations.

There are also many red cultural resources such as revolutionary cultural relics and red education bases, which are the most precious resources of our Chinese nation. These resources have strong political education functions and significant advantages in cultivating students' souls, making them natural teaching resources for Ideological courses. We need to make good use of these valuable resources and provide students with guidance on correct values.

2.2 The Essence of Integrating Ideological Courses in Primary, Secondary, and Tertiary Education

The integration of Ideological courses in primary, secondary, high school, and university refers to the systematic planning and design of Ideological theory courses in primary, middle, high school, and university levels, achieving mutual connection, progressive content, and collaborative teaching methods of Ideological courses in different stages, forming a coherent and complete educational system. Although primary school, middle school, and university belong to different stages, each stage has an inseparable relationship in the development of students and the formation of their values. Only when each stage cooperates with each other and progresses layer by layer, can we truly guide students correctly and enable them to actively understand rather than passively accept. Through subtle influence, the nourishment of history and culture, and the influence of red cultural resources, students can gradually form a correct worldview, outlook on life, and values, and better achieve the educational goal of Ideological education, cultivate qualified socialist builders and successors for the country and society.

3. The Necessity of Integrating Red Resources into the Construction of Integrated Ideological Courses in Primary, Secondary, and Tertiary Schools

3.1 Promote the Connotative Development of Ideological Courses

Integrating red cultural resources into Ideological education courses in primary, secondary, and tertiary schools can provide innovative teaching content and vivid educational methods for Ideological education courses in various stages, promoting the connotative development of Ideological education courses. At different stages, students' learning situations are different, and their feelings and understanding of the things around them are also different. We need to provide different teaching methods to students according to their different situations in each stage, and help them grow in different ways. At the same time, we need to pay more attention to the connection between different stages, so that students can obtain complete cognition, rather than isolated and scattered cognition. We need to correctly analyze the red cultural resources according to the different situations of students in different periods, and use suitable methods to tell the history and stories of our Chinese nation, as well as the unique red cultural resources of the Chinese nation to students, lead them to see, lead them to approach, experience with heart, and truly make students firmly believe in the country and society through subtle influence. Love for the people.

3.2 Beneficial for the Inheritance and Development of Red Culture

At different times, we have formed different red cultural resources. These red cultural resources have led the people of the whole country to obtain valuable resources through various efforts at different times, and some of them were even exchanged with the lives of their predecessors. Some deeds have already gone far away, some histories are slowly moving away, but they should only go far on the axis of time, not in people's hearts. They should be passed down forever, and should be preserved in our hearts forever, developed in inheritance, so that these red cultural resources can still play their unique charm in the new era. Through the teaching of Ideological courses at different stages of primary, secondary, and tertiary education, the exposure of red culture can be increased, allowing more people to understand red culture and stimulate its intrinsic motivation, thus deeply exploring the connotation of red culture and realizing its contemporary value. History may fade away on the timeline, but it should not be forgotten in people's hearts or in the development of the times.

The Ideological courses in primary schools, middle schools, and universities should bear the heavy responsibility of inheriting red cultural resources. These valuable resources should be utilized well, and different teaching methods should be provided to students in stages based on red cultural resources, so that students can have different feelings and understandings in different stages, every learning experience, and every approach. Only by truly understanding the importance of red cultural resources and their significance in the development history of the Chinese nation, can students truly be willing to approach red cultural resources, feel them, experience them, and understand them. Only then can they truly inherit and develop our red cultural resources from the bottom of their hearts, strengthen their ideals and beliefs, form correct values, and become people with firm faith in their hearts. Only in this way can we truly inherit and develop the red cultural resources.

3.3 Implement the Fundamental Task of Cultivating Virtue and Talent

The Ideological education course is a key course for implementing the fundamental task of cultivating morality and talents. Ideological education plays a crucial role in the formation of students' values. Some people believe that primary and secondary school should be more focused on grades. As long as students master the knowledge points and study well in primary and secondary school, they can be guided and help students form the correct value range in college. However, this perception is obviously wrong. The formation of a person's values is not only during their university years, but also from their birth and gradual growth. Each stage is a gradual formation and maturity of their values. Primary school, middle school, and university all play a crucial role in the formation and development of a person's values. To truly implement the fundamental task of cultivating morality and talents in Ideological courses, it is necessary for Ideological courses at all stages to cooperate with each other and jointly help students form a correct worldview, outlook on life, and values.

Red cultural resources can provide rich resources and materials for Ideological courses in primary schools, middle schools, and universities. At different stages, we need to use red cultural resources to varying degrees and in different ways, by incorporating classic cases and videos into classroom teaching, allowing students to directly learn and understand; Breaking the boundaries of time and space, allowing students to enter, understand, and experience it without leaving their homes through modern information technology; Or lead students into the practical base, allowing them to immerse themselves in that period of history and truly experience it in all aspects; It is better to assign practical assignments to students, allowing them to explore red cultural resources on their own, experience them, summarize them, and improve their comprehensive abilities. Therefore, we need to conduct a correct analysis of students' learning situations based on their different stages, use the correct methods to lead them into red cultural resources, help them establish correct outlooks on life, values, and the world, and cultivate their national confidence and patriotic spirit.

4. The Path and Strategy of Integrating Red Resources into the Integrated Construction of Ideological Courses in Primary, Secondary, and Middle Schools

4.1 Improve the Professional Competence of Ideological Course Teachers

We need to continuously improve the professional competence of Ideological education teachers in different stages. How can we improve the professional competence of Ideological education teachers in different stages? We can conduct cross stage teacher training to enable primary school teachers, middle school teachers, and university teachers to understand the characteristics of different stages, understand the learning situation of students in different stages, and understand what tasks Ideological courses should undertake in different stages. Enable teachers from different stages to have a comprehensive understanding of the fundamental task of moral education in Ideological courses, promote teachers from each stage to break the "closed circle" of learning, and enable Ideological teachers from each stage to not only understand the actual situation of students in their own stage, not only the teaching content of their own stage, but also to have a comprehensive understanding of the course content of Ideological courses in different stages, as well as the important significance of Ideological courses in students' growth process. At the same time, Ideological teachers from each stage should continuously learn, update their teaching knowledge in a timely manner, and continuously improve their teaching level.

Teachers of Ideological courses should also pay attention to the strengthening and infiltration of daily activities: through expert lectures, seminars, teaching observation classes, participation in teaching competitions and other activities, deepen teachers' understanding of red cultural resources. To better teach students about red cultural resources, teachers themselves should first learn and master how to access them. Only when teachers truly understand red cultural resources can they impart them to students in the most correct and

suitable way.

Establish a competition mechanism, and Ideological education teachers should discover their shortcomings in the competition. Ideological education teachers should participate in various competitions and continuously learn and grow in the competition; At the same time, schools and society should actively provide a platform for Ideological education teacher skills competitions, allowing Ideological education teachers to step out of their comfort zone, see their shortcomings, learn from each other, strengthen communication and cooperation among teachers, and promote development together.

Teachers should also pay attention to their own learning. The times are developing, and Ideological education teachers should keep up with the times, constantly learn. As an Ideological education teacher, one should always establish the concept of lifelong learning, actively learn and explore red cultural resources, and constantly improve their comprehensive literacy. To inspire students with patriotism, lead them to understand red cultural resources, and help them establish correct values.

4.2 Strengthen Communication Among Different Academic Stages to Achieve Effective Connection

The Ideological education teachers in primary school, middle school, and university are not isolated from each other, and the various stages are not completely unrelated to each other. Teachers of Ideological courses in each stage should jointly discuss and optimize teaching plans. Teachers of Ideological courses in each stage should integrate educational materials from red cultural resources, organize these educational materials into a system, and then analyze the actual situation of students in each stage. Based on the key points of course teaching in each stage, they should scientifically and reasonably design course content that is suitable for students' learning.

Teachers of Ideological courses in each stage should also strengthen communication and interaction among teachers. Teachers of Ideological courses in each stage should share their teaching objectives and content with each other, so that teachers in different stages can have a deep understanding of the key points of Ideological courses in each stage, and achieve coherence and fluency in teaching content.

4.3 Innovate Diversified Teaching Methods and Open up Multiple Channels

Teachers of Ideological courses at different stages should pay attention to the combination of classroom teaching and extracurricular learning: deeply explore red cultural resources in the classroom, and carry out extracurricular practical activities, such as organizing students to watch red movies, tell red stories, visit red practice bases, etc., to achieve the combination of theory and practice. Teachers of Ideological courses in each stage can also use multimedia devices to assist teaching: through multimedia means such as audio and video, enhance the vividness and infectiousness of teaching, and improve students' learning enthusiasm. At the same time, encourage students to participate in practical activities such as reciting red family letters, drawing red handwritten

newspapers, etc., so that students can experience the charm of red culture in practice.

At present, many schools have successfully integrated red cultural resources into the integrated construction of Ideological courses in primary, secondary, and tertiary schools. For example, organizing students to visit the Revolutionary History Memorial Hall and carrying out activities such as red culture themed education not only enriches students' classroom experience, but also deepens their understanding and identification with red culture. The integration of red cultural resources into the construction of Ideological education courses in primary, secondary, and tertiary schools is a process of profound significance. By implementing strategies such as improving teachers' professional competence, strengthening communication between students, and innovating teaching methods, the educational function of red cultural resources can be fully utilized, contributing to the cultivation of young people in the new era.

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