

# **Analysis on the cohesion of red cultural resources into ideological and political education in primary and secondary schools**

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**Abstract:** *with the continuous development of today's society, education in our country education and revolutionary education is becoming more and more attention to red, stage of primary and secondary school students to form good moral character and the correct outlook on life, values, world view, the key period, realize the red culture education of primary and secondary schools cohesion, to implement the khalid ents basic task, the development of quality education has important practical significance. Practice has proved that through the ideological and political education in primary and secondary schools, it is very important for students' growth and future development to train students' three views well. Therefore, this paper analyzes and studies the cohesion of red cultural resources into ideological and political education in primary and secondary schools.*

**Keywords:** *Red culture, Ideological and political education in primary and secondary schools, Educational integration, Education connection*

## **1. Introduction**

Ideological and political education courses in primary and middle schools, as the key courses to implement the fundamental task of cultivating people, should be designed according to the cognitive law of middle school students, curriculum design and curriculum content should reflect the characteristics of different students, and follow the physical and mental development law of primary and middle school students. As a matter of fact, as an important part of excellent traditional Chinese culture and a characteristic educational resource, Chinese cultural confidence should not only be reflected in Chinese traditional culture, but also in Chinese red culture. Stage of primary and secondary schools is to cultivate qualified builders and successors for socialism with Chinese characteristics in the basic stage, so in our country is in the midst of the socialism with Chinese characteristics under the background of new era to explore the red culture resources value of cohesion of ideological and political education in primary and secondary schools as well as to what kind of strategy to the red culture resources in primary and middle school education courses of study is particularly important.

## **2. Analysis of the main concepts of red cultural resources**

### **2.1 The origin of red culture**

Since ancient times, the Chinese people have a deep complex of red, which flows and is inherited in the blood and genes of the Chinese nation. The Chinese nation is the descendant of Yan and Huang Dynasty. The legend of "the two emperors of Yan and Huang Dynasty" makes our nation have a strong "red worship". Red represents courage, authority, auspiciousness and happiness, and also represents revolution. Chinese red culture is a cultural evolution process of formation, development, accumulation, enrichment and innovation. China has a long history. With the continuous improvement and accumulation of China's history and culture in the long-term development, the red culture in each period has been endowed with the specific characteristics of the present and has played a supervisory role for the later generations. It can be seen that today's red cultural resources are constantly formed and handed down in the development of history, and play a good role in nurturing and guiding the spirit and noble character of the Chinese people.

## ***2.2 Contents of Red Culture***

In the cultural development of our country, the content of the existence of red culture is rich. On the one hand, red culture appeared in the revolutionary war period, which is an advanced culture with Chinese characteristics jointly created by the Chinese Communists, advanced elements and the masses. It contains rich revolutionary spirit and profound historical and cultural connotation. On the other hand, as an important resource, red culture includes both material and non-material culture. Among them, material resources are revolutionary historical relics and memorial sites, such as relics and ruins. The non-material resources are manifested as red revolutionary spirits such as Jinggangshan spirit, Long March spirit and Yan 'an spirit.

## ***2.3 Main features of red culture***

Chinese red culture as a kind of historical resources, is the communist party of China and Chinese people's revolutionary practice of co-creation and precious wealth of struggle and, in general, its characteristics can be summarized as the following aspects: revolutionary and advanced unifies, the scientific nature and the practice unifies, localization and innovation unity and unity eclectic and advancing with The Times and other characteristics.

## **3. The Connecting Value of Red Cultural Resources in Ideological and Political Education of Primary and Secondary Schools**

### ***3.1 Contribute to the integration of teaching resources***

Education is inseparable from the development and utilization of education resources, the red culture resources connotation and the characteristic is rich, has the unique value of education, curriculum value and local cultural value, the red cultural resources into classroom, system, goal, systematically the development of red culture school-based curriculum teaching resources, help to achieve the ideological and political education of primary and secondary schools teaching resources integration. Red culture is easy to understand, with the aid of the carrier can of red culture resources, case, film and television teaching materials, pictures and courseware, teaching resources development and utilization of the package, not only can make the ideological and political education of primary and secondary schools teaching more standardization, still can reduce teachers' teaching load, conducive to the students' autonomous learning.

### ***3.2 It helps to realize the integration of theory and practice in ideological and political courses***

The traditional theory teaching is carried out in the classroom, while the practice teaching is carried out outside the classroom. The inherited teaching method usually follows the practice after the theory. In principle, theory and practice are not completed in different space and time. But now the red cultural resources into ideological and political education of primary and secondary school curriculum to help at the same time and space, and simultaneously, theory and practice of alternates, intuitive and abstract crisscross, of course it's all thanks to the red culture resources of material culture and non-material culture, so will be beneficial to the realization of ideological and political education of primary and secondary school curriculum integration of theory and practice, and there are solid in principle, in the real right.

## **4. The cohesion strategy of red cultural resources into ideological and political education in primary and secondary schools**

### ***4.1 The school takes "Red Resources" as the main line to connect the textbook content***

In order to fully integrate and link up the excellent Chinese red culture into the ideological and political education of primary and secondary schools, it is indisputable that we must strengthen the link up of the content of the textbook, and then make use of the knowledge and cultural impart in the textbook to continuously enhance students' interest in learning and enhance their subjective initiative in learning. It can be seen from the current educational situation that the content of learning red culture in some schools is too superficial, and students do not get effective guidance, resulting in a lack of full understanding and clarity of the depth of Chinese red culture. Therefore, it can be seen that the degree

of connection between ideological and political education courses in primary and secondary schools in China and Chinese red culture is not high. If the red culture is not properly integrated into the curriculum, students will easily confuse relevant theories and knowledge, resulting in students' shallow cognition of Chinese red culture. However, it is not easy to strengthen the cohesion of teaching material content, and to integrate red cultural resources into the ideological and political education in primary and secondary schools, schools should take "red resources" as the main line, make use of red cultural resources to build campus culture, at the same time, as a carrier to achieve the cohesion of teaching material content, innovation education model.

#### ***4.2 Teachers take "Red Classroom" as the core and innovate teaching methods***

The century-old plan is based on education, and the education plan is based on teachers. The gap in education is the gap of teachers in the final analysis, and teachers are the guides and guides for the healthy growth of students. Therefore, to strengthen the ideological and political education teaching in primary and secondary schools, teachers are the key. As a disseminator of red culture in the ideological and political education courses of primary and secondary schools, different teaching methods are used, so the effect of cultural inheritance will be different, so it is more reasonable to choose the teaching methods. Strengthen the red culture resources in the course of ideological and political education of primary and secondary schools, teachers can "red class" as the core, in the process of selecting the teaching methods according to students' psychological characteristics and the choice of teaching content, in order to provide a good learning environment for students, so as to enhance students understanding of red red culture and education level. At the same time, we should also pay attention to the difference and teach students in accordance with their aptitude according to the actual situation of the students. In order to achieve the continuous innovation of teaching methods, such as the use of interactive teaching methods, make full use of modern multimedia technology and so on, so that the personality and value orientation of primary and middle school students to obtain healthy development, and improve the moral quality and ideological cultivation of students.

#### ***4.3 Students take "Red Activities" as the carrier to help them learn effectively***

In order to integrate the excellent Chinese red culture into the ideological and political education courses of primary and secondary school students, schools and teachers should not only pay attention to the connection between teaching content and teaching methods, but also realize the importance of the connection between students' learning. Among teachers' teaching activities, teachers should according to the experience of the students in the past, strengthen the cohesion and the existing knowledge, guide the student to set up knowledge framework system, enable students to deepen understanding of red culture knowledge in your mind, enable students to understand the cultural knowledge, so as to improve the students' cultural knowledge accomplishment. But as the old saying goes, "interest is the best teacher", a good interest will have a good learning motivation. Ideological and political theory course is the unity of theory and practice, and the ideological and political education course in primary and middle schools is no exception. Take the red culture resources into primary and secondary school education courses in the classroom only about theoretical knowledge is not enough, should also let the students to "red" as the carrier to expand social practice as the main form of "practice teaching", such as literature and art studies, red, red red story and so on, so either use theory to guide practice, practice to enrich theory and available.

## **5. Conclusion**

To sum up, this article through to the red culture resources are mainly introduced, the ideological and political education course in primary and secondary schools into the value and the cohesion of the strategy, and through the fusion of Chinese excellent red culture can help the students to the founding of our country's history to have certain understanding, and be able to let the students set up the correct outlook on life and values.

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