

# Research on the Curriculum Development of Red Culture Research and Practice Education Bases

Guixiu Liu\*

Dijiushi Vocational and Technical School, Tacheng 834600, China

\**Corresponding author:* Guixiu Liu, 16698912966@139.com

**Copyright:** © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** With the further deepening of ideological and political education, the importance of red culture in ideological and political education is more and more prominent, which is conducive to carrying forward the revolutionary spirit, cultivating students' feelings of family and country, and enhancing their national pride and cultural confidence. This paper analyzes the importance of curriculum development of the red culture research practice education base, clarifies the principles of curriculum development, and puts forward the strategies of developing red culture research courses in combination with current political hot spots, cleverly integrating them into regional red culture education resources, developing red culture digital courses and carrying out red culture education in combination with the deeds of revolutionary heroes to comprehensively improve the curriculum development quality of the red culture research practice education base.

**Keywords:** Red culture; Research practice; Education base; Importance; Curriculum development

**Online publication:** February 10, 2025

## 1. Introduction

The study of red culture takes red culture as the carrier, carrying the revolutionary history, revolutionary spirit, and revolutionary heroic deeds, combining travel experience with research learning, deepening students' understanding of red culture, enhancing their patriotic enthusiasm, and giving play to the educational value of red culture. Secondary vocational schools should actively establish a red culture research and practice education base, develop red culture courses, integrate local red culture resources into the curriculum, make good use of local red tourism resources, enrich course teaching content, deepen students' understanding of the red history of their hometown, integrate the advanced deeds of revolutionary heroes, expand the path of patriotic education practice, and further improve students' moral literacy. Thus, this can improve the quality of red culture research and practice education.

## **2. The importance of curriculum development of red culture research practice education base**

### **2.1. It is conducive to enhancing students' patriotic enthusiasm**

Red research bases can carry forward the red spirit and inherit the red culture. The development of red culture research and practice education base courses is conducive to in-depth exploration of regional red culture education resources and revolutionary heroic deeds, enriching the content of red education in secondary vocational schools so that students can truly feel the revolutionary ancestors are not afraid of sacrifice, the spirit of self-improvement, to stimulate their patriotic enthusiasm, so that students shoulder the mission of the great rejuvenation of the Chinese nation, improve their sense of social responsibility <sup>[1]</sup>.

### **2.2. It is conducive to inheriting the spirit of revolutionary martyrs**

The Red Culture Research and Practice Education Base shoulders the burden of patriotic education. The development of red culture courses is conducive to systematically explaining the history of the Red Revolution and the advanced deeds of revolutionary heroes and encouraging students to inherit the revolutionary spirit of revolutionary martyrs who sacrifice their lives and are indomitable <sup>[2]</sup>. At the same time, through the course of Red Culture Research and Practice Education Base, secondary vocational students can better understand the advanced deeds of revolutionary ancestors, let them feel the revolutionary martyrs' feelings of home and country, and let them inherit and carry forward the revolutionary spirit and patriotism of the martyrs.

### **2.3. It is conducive to improving the quality of red culture research and practice education**

Secondary vocational schools should actively establish a red culture research and practice education base, actively collect, sort out, and integrate red culture resources, and integrate them into curriculum development, further expand the content of red culture research and practice education, and help improve the level of red culture research and practice education <sup>[3]</sup>. At the same time, through curriculum development, schools can establish digital curriculum resources, clarify the theme of red culture research practice education activities, and let students accept the influence of patriotism in the process of visiting the red culture research practice education base, to improve the quality of red culture research practice education.

## **3. The curriculum development principles of red culture research and practice education base**

### **3.1. The principle of richness**

Secondary vocational schools should fully tap the resources of the red culture research practice education base to enrich the content of the red culture research course, such as the famous battles of the Communist Party of China in different historical periods, revolutionary heroes, red sites, and other materials, comprehensively display red culture, and stimulate the enthusiasm of students to learn red culture <sup>[4]</sup>. At the same time, the school should also enrich the expression forms of red culture research courses, using videos, texts, and pictures to explain the history of the Anti-Japanese War in the Red Army period, the War of Resistance against Japanese Aggression and the War of Liberation, and the emergence of revolutionary heroes, highlighting the principle of the richness of red culture research courses.

### **3.2. The principle of regionalism**

Red culture research courses should highlight local characteristics, actively integrate into local red culture resources, and reflect the regional principle, which can not only highlight the characteristics of red culture research courses but also deepen students' understanding of hometown red culture, to improve the quality of curriculum development. For example, teachers can go deep into the local red tourist spots to “pick out the style”, shoot videos and pictures of precious cultural relics and battle sites in red tourist spots, collect stories of revolutionary martyrs, and take these as the highlights of red culture research courses to make the courses more grounded <sup>[5]</sup>.

### **3.3. The principle of activity**

In the process of developing red culture research courses, schools should adhere to the principle of activity, adhere to the red culture education concept of combining theory and practice, and organize colorful red culture research and practice education activities, so that students can accept the immersion of patriotism, to enhance their political identity and cultural confidence <sup>[6]</sup>. For example, the school can regularly organize students to visit the red culture research practice education base, so that they can understand the history of the Red Revolution and feel the dedication of the heroes so that they can shoulder the mission of the great rejuvenation of the Chinese nation, and give play to the educational value of the red culture research practice education course.

## **4. The course development path of the red culture research and practice education base**

### **4.1. Excavating hot political news to enrich the content of course education**

Secondary vocational schools should organically combine current political news with the red culture research practice education base course, enrich the course content, and make the red culture research course more grounded, to stimulate the enthusiasm of students to learn red culture. First of all, the school can pay attention to the content related to red culture on Weibo, Tiktok, and Xuejianguo app, select the hot spots among them, integrate them into the curriculum of red culture research practice education base, innovate the content of red culture research practice education, to improve the quality of red culture research practice education. For example, schools can set a topic on the century-old party history in the curriculum, introduce the red cultural resources of Tiktok, Weibo, and the Learning Power platform, explain in detail the founding, development and growth of the Communist Party of China, focus on the Red Boat spirit, the Long March spirit, and the Xibaipo spirit, carry forward the spirit of the party's perseverance and willingness to sacrifice, and deepen students' understanding of the century-old party history to inspire their patriotic passion <sup>[7]</sup>. Secondly, the school should add a hot topic module of current political news to the curriculum of the red culture research and practice education base, and integrate it into the reform and opening up in Xiongan New Area, Shanghai Free Trade Zone, and other relevant hot spots, so that students can understand China's 40-plus years of reform and opening up, let them deeply understand the connotation of socialism with Chinese characteristics, and enhance their sense of social responsibility and political identity <sup>[8]</sup>. For example, the curriculum can integrate the comparative pictures of Shenzhen, Guangzhou, Shanghai, and Xiongan New Area since the reform and opening up, from the aspects of urban construction, international trade, foreign cultural exchanges, etc., guide students to dialectically view the reform and opening up, encourage them to learn vocational skills, establish the lofty ambition of serving the motherland, and improve the quality of red culture research education.

## **4.2. Integrate the local red culture and improve the quality of curriculum construction**

The school should also actively explore the local red culture education resources. On the one hand, the local red tourist attractions should be integrated into the curriculum to deepen the student's understanding of the red tourism culture in their hometown. On the other hand, the history of the local red revolution should be integrated into the curriculum to highlight the characteristics of the red culture research and practice education base, to improve the quality of curriculum construction<sup>[9]</sup>. First, the secondary vocational school should organize teachers to visit the local red tourist attractions, let them understand the Red Revolution history, red cultural relics, and other educational resources in various scenic spots, further enrich the course content of the red culture research and practice education base, and then improve the quality of red culture research and practice education. For example, the school takes the corps culture as the starting point, visits the local corps culture and history museum, and gets to know the touching stories of generations of mainland Xinjiang aid cadres leading the Xinjiang people out of poverty and getting rich, as well as the patriotic exploits of soldiers defending the border, and takes relevant photos and short videos to make the corps culture a highlight of the red culture research course, carry forward the corps culture, and enhance students' patriotic enthusiasm<sup>[10]</sup>. Second, the school should actively take red tourist attractions and museums as a practical education base for red culture research, invite professional interpreters to participate in the development of red culture research courses, integrate local resources such as the history of the Red Revolution, major battles, and advanced deeds of revolutionary heroes, and truly let local red culture resources take root in the red culture research courses. Teachers of the school went deep into the red culture research and education base to shoot video explaining the corps culture, systematically explaining the liberation process of Xinjiang, the story of the PLA soldiers leading the masses of various ethnic groups to open land and the cadres who assisted Xinjiang to get rid of poverty, deepening the students' understanding of the corps culture, encouraging them to carry on the corps spirit, to improve the curriculum development quality of the red culture research and practice education base<sup>[11]</sup>.

## **4.3. Build digital curriculum resources and promote red culture**

Secondary vocational schools should be based on the "Internet +" era, use the Internet to collect red culture resources, create digital red culture research courses, and timely update the course content to facilitate students to learn red culture knowledge on mobile phones, to enhance their patriotic enthusiasm and social responsibility. Ideological and political teachers should shoulder the responsibility for the development of red culture research courses, use the Internet to collect red culture education resources in Yan'an, Jinggangshan and Yimeng, and other old revolutionary areas, carefully make short videos, comic strips, and teach cases, and develop digital red culture research courses. Upload these digital course resources to the online teaching platform, the school's Weibo and WeChat public accounts, so that students can learn and download them online, further cultivate students' feelings of home and country, and improve the quality of red culture research and education<sup>[12]</sup>. In addition, teachers can add red songs and red literature modules to the curriculum, and integrate red songs from platforms such as TikTok and Kuaishou, such as "My Motherland", "Ode to the Motherland", "My Motherland" and "March of the Corps", and carry out online red song chorus activities, encourage students to actively participate in online chorus, and let them feel the strong patriotic enthusiasm contained in the songs. Let them take the initiative to understand the red story behind the songs, and to improve the curriculum development quality of the red culture research and practice education base<sup>[13]</sup>.



#### **4.4. Integrate revolutionary heroic deeds to improve the quality of red culture research education**

Schools should integrate the advanced deeds of revolutionary heroes into the courses of red culture research, carry forward the noble patriotic spirit of revolutionary martyrs who are not afraid of sacrifice, tenacious and unyielding, and work hard to protect the home and the country, and set a good example for secondary vocational students. First of all, the school should organize teachers to go into local museums, martyrs' tombs, and red tourist attractions to learn about the advanced deeds of local revolutionary martyrs and battle heroes, collect relevant materials, shoot and explain videos, and integrate these into the red culture research courses, so that students can learn about the major battles and advanced deeds of revolutionary martyrs in their hometown, and let them understand the hard-won happy life today<sup>[14]</sup>. For example, the red culture research course can explain the advanced deeds of martyrs in the martyrs' cemetery in detail, depict the fearless spirit of revolutionary heroes who are not afraid of sacrifice, brave struggle, and shed their blood, integrate patriotic education, and cultivate students' patriotic feelings. Secondly, the school should organize teachers to visit the local veteran party members, learn the advanced deeds of the old red army, understand their battle stories, restore the history of the Red Revolution, and implement the education concept of continuing the red gene and cultivating new people in the era<sup>[15]</sup>. Red culture research courses should reflect the oral revolutionary stories of the old red army and old party members, such as the anti-Japanese war, the anti-American aid to Korea, the liberation war, and other stories, and use these real stories to impress students so that they should not forget the history, gain self-improvement belief, let them have firm ideals and beliefs, unswervingly follow the party, to improve the quality of red culture research and practice education.

### **5. Conclusion**

In short, secondary vocational schools should attach importance to red culture education, establish a red culture research and practice education base, develop red culture research and practice courses, make good use of local red culture resources, enrich patriotic education content, enhance students' patriotic enthusiasm and social responsibility, steadily promote curriculum ideological and political construction, and improve the quality of red culture education. The school should discuss popular political news and enrich the content of curriculum education; Integrate local red cultural resources to deepen students' understanding of hometown red culture; Create digital red culture research courses to promote red culture; Integrate revolutionary heroic deeds, improve the quality of red culture research education, let students shoulder the mission of the great rejuvenation of the Chinese nation, and improve the quality of professional talent training.

### **Disclosure statement**

The author declares no conflict of interest.

### **References**

- [1] Yu HJ, Wu YC, Jia Y, 2023, Creative Education of Red Infiltration: A Documentary of Red Research Practice Education Activities Carried out in Datong Demonstration Comprehensive Practice Base. Shanxi Education

- (Management), 2023(12): 29–31.
- [2] Shen ZQ, 2023, Research on Resource Development of Red Research and Design of Geography research, thesis, Guangzhou University.
- [3] Sun LH, Sun P, 2023, The Study of Red Culture is Integrated into the Study of Ideological and Political Work of College Students. *Journal of Liaoning Normal University (Social Science Edition)*, 2023(2): 86–88.
- [4] Wu B, Zheng ZB, Zhang JL, et al., 2023, Design and Research on Practical Education of Red Studies from the Perspective of Core Literacy — A Case Study of “Red Cradle Revolutionary South Gannan”. *Teaching Reference for Middle Schools*, 2023(7): 72–76.
- [5] Shao CJ, 2023, Research on Curriculum Development of Red Culture Research Practice Education Base. *Journal of Heilongjiang Teacher Development College*, 42(1): 103–105.
- [6] Zhou H, Huang Y, Lin XY, 2022, Research on the Construction of Practical Education System of “University + Research” under the Background of “Double Reduction” — A Case Study of Liuzhou City Vocational College. *University of China*, 2022(32): 50–53.
- [7] Luo ZL, Qiu XY, Shao YT, et al., 2022, The Three-dimensional Dimension and Practical Path of Integrating Local Red Culture into College Patriotic Education in the New Era: A Case Study of Shaoguan University. *Intelligence*, 2022(22): 69–72.
- [8] Wang XY, 2022, Research on the Current Situation of Applying Red Cultural Resources to Patriotic Education of Primary School Students, thesis, Ningxia University.
- [9] Yan M, Zhao ZH, Tian Y, 2021, Research on the Theory and Practice of Integrating Red Cultural Resources into “Four Histories” Patriotism Research Education. *University of China*, 2021(48): 5–7.
- [10] Deng XQ, 2021, Learning the History of the Party and Feeling the Red Genes of the Party Kindness Passed down from Generation to Generation — Yuqing County Guanxing Middle School Red Theme Study Camp. *New Curriculum Study Guide*, 2021(21): 14–18.
- [11] Li HR, Li Y, Li HQ, et al., 2021, Research on Ideological and Political Practice Education of College Students based on Liming Red Culture Base. *Writer’s World*, 2021(21): 191–192.
- [12] Yuan WY, 2021, Study on the Cultivation of the Red Cultural Gene in Western Fujian in the Practice of Research. *Journal of West Fujian Vocational and Technical College*, 23(2): 92–95.
- [13] Heihe Aihui Research and Practice Education Camp, 2021, The Childlike Heart Pursues the Red Mark to the Party — A Documentary of “Hui Xiaogeneral” Red Cultural Research Practice Education Activity in Aihui Research Practice Education Camp. *Heihe Education*, 2021(6): 2.
- [14] Liu B, Li GD, Wang MW, 2021, Research and Practice Education Based on Local Characteristics: A Case Study of Ji’an Camp. *Journal of Jilin Radio and Television University*, 2021(3): 88–90.
- [15] Lei JL, Wei YW, 2019, Research on Problems and Countermeasures of Youth Red Culture Research Practice Education. *Communication Research*, 4(13): 26–28.

**Publisher’s note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.