

Research on Strategies for Incorporating Red Culture Works into Primary School Chinese Reading Teaching

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Abstract: Red culture works carry rich historical connotations and spiritual values, and they have important educational significance for primary school Chinese reading teaching. In recent years, with the continuous advancement of education reform, the application of red culture works in primary school Chinese reading teaching has gradually received attention. Red culture works not only carries rich historical connotations and revolutionary spirits but also has important educational values. By integrating red culture works into primary school Chinese reading teaching, students can understand the revolutionary history, inherit the red gene, cultivate patriotism, and foster socialist core values. This paper explores the application paths of red culture works in primary school Chinese reading teaching, aiming to cultivate primary school students' patriotism, enhance their cultural identity and core literacy, and promote their all-around development through the reading of red culture works.

Keywords: Red culture works; Primary school Chinese; Reading teaching

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1. Introduction

With the continuous development of education in the new era, cultivating students' ideological and moral qualities and cultural identities has become an important mission for educators ^[1]. In primary school Chinese teaching, how to enhance students' cultural literacy and stimulate their patriotic feelings through effective teaching methods has become the focus of attention from all walks of life. Red culture, as a concentrated embodiment of China's revolutionary history and spirit, has extremely high educational value. The application of red culture works in primary school Chinese reading teaching can not only enrich the teaching content but also cultivate students' ideological and political qualities and enhance their cultural identities imperceptibly. Therefore, this paper studies the application of red culture works in primary school Chinese reading teaching, analyzes the significance of applying red culture works in primary school Chinese reading teaching, and proposes practical application strategies ^[2].

2. Overview of red culture works

Red culture works are precious cultural heritages in China's revolutionary history, embodying the wisdom and strength of revolutionary predecessors. As a manifestation of the revolutionary spirit and patriotism under the leadership of the Communist Party of China, red culture works not only reflect the glorious course of China's revolution but also convey the spiritual connotations of socialist core values^[3]. Through unique art forms, these works inspire generations to inherit and carry forward the revolutionary spirit, promoting social progress and development.

Red culture works come in various forms, including documentary works, literary works, and film-and-television works. Documentary works, such as historical reports, records of the revolutionary process, and biographies of revolutionaries, can truthfully reflect the arduous efforts made by the Communist Party of China for national independence and people's liberation. Literary works, such as novels, poems, and essays, express the revolutionary spirit through vivid literary art, creating a large number of heroic images and demonstrating the fighting spirit and firm beliefs during the revolutionary period^[4]. Film and television works, with their vivid visual presentations, enhance the dissemination and appeal of the red culture, becoming an important way for people to understand the revolutionary history.

3. Significance of applying red culture works in primary school Chinese reading teaching

3.1. Contributing to the cultivation of students' sense of historical responsibility and collectivism

Integrating red culture works into primary school Chinese reading teaching is not only an extension of knowledge teaching but also a guide for students' moral qualities^[5]. Red culture works carry rich revolutionary histories, telling many stories of revolutionary martyrs who made great sacrifices for the country and the people. By studying these works, students can deeply feel the weight and glory of history, enhancing their understanding of and sense of responsibility for the country's history^[6].

In primary school, students are in a crucial period of initial value formation. Through the influence of red culture, students can better understand collectivism and teamwork spirit, forming a strong sense of historical responsibility. Teachers should organize students to read classic red culture works, deeply explore the revolutionary spirit and heroic deeds in them, and inspire students imperceptibly. Through these teaching practices, students can not only develop a correct view of history but also establish an awareness of caring about the collective and others in their daily lives^[7].

3.2. Helping students establish correct social values

The revolutionary spirit contained in red culture works is not only a review of history but also a spiritual guide for contemporary students. These works display the spiritual features of countless revolutionary martyrs who adhered to their ideals and were not afraid of difficulties through vivid stories and touching details. Introducing these works into Chinese classrooms can help students establish correct social values and cultivate a positive attitude towards life, enabling them to face difficulties bravely^[8].

In teaching, teachers should select red culture works closely related to students' lives according to their cognitive levels and age characteristics. By deeply interpreting the core ideas in these works, teachers can help students understand the meanings of courage, perseverance, loyalty, and dedication. At the same time, teachers can

also compare the spirit of red culture with modern social values by combining real-life examples, guiding students to extract moral strength that they can apply in their lives.

3.3. Stimulating students' patriotic feelings and national pride

Patriotic feelings are an essential part of red culture. By reading red culture works, students can more intuitively understand the hardships and greatness of the revolutionary history, thus stimulating their patriotic feelings and national pride. The noble qualities of the heroic figures shown in these works often touch students' hearts, generating a strong emotional resonance and further inspiring their love and respect for the motherland ^[9].

In primary school, teachers can carry out theme-reading activities, organize students to read some revolutionary classic works, and conduct discussions and sharing in class. By asking students to share their understandings and feelings about heroic figures, teachers can effectively stimulate students' patriotic feelings. At the same time, combined with the development of modern society, teachers can connect red culture with current social phenomena, enabling students to more deeply understand the value and significance of red culture in the context of the new era.

3.4. Promoting the all-around development of students

Red culture works not only have rich ideological connotations but also provide valuable learning materials for students in terms of language expression, literary techniques, and emotional appeal. Through these works, students can improve their language skills, comprehension ability, and thinking ability ^[10]. Teachers can cultivate students' reading skills and language expression abilities by having them read red culture works aloud. Through group discussions and personal reflections, students can not only improve their reading comprehension abilities but also enhance their logical and critical thinking abilities.

In addition, the content of red culture works involves rich social phenomena and discussions on human nature. When reading these works, students can not only draw moral strength but also expand their thinking. Teachers should encourage students to actively ask questions during the reading process and help students develop independent thinking abilities through classroom discussions and writing exercises.

4. Application strategies for incorporating red culture works into primary school Chinese reading teaching

4.1. Explaining background knowledge to facilitate students' understanding

When teaching red culture works, helping students understand the background knowledge is the key to improving their text-comprehension abilities. Red culture works are closely related to modern and contemporary Chinese history. Knowledge of historical backgrounds, characters' deeds, and social environments can help students deeply understand the text content and feel the spiritual connotations.

4.1.1. Explaining historical backgrounds: Understanding the historical context of the text

Many red culture works are closely related to major historical events, such as the War of Resistance against Japanese Aggression and the Domestic Liberation War. Teachers need to introduce the relevant historical backgrounds to help students understand the characters' behaviors and storylines in the text. For example, when teaching "Little Hero Yu Lai", teachers can introduce the historical background of the War of Resistance against Japanese Aggression and the era environment in which Yu Lai lived, enabling students to understand why Yu Lai

showed great courage and wisdom. After understanding the historical background, students can better understand the characters' motivations and feel the heroic spirit in the war-torn era.

4.1.2. Introducing characters' deeds: Understanding the great spirits of heroic figures

The heroic figures in red culture works often possess noble revolutionary spirits and fearless sacrifice spirits. Teachers should explain the historical deeds of these characters in class to help students understand their lofty ideals^[11]. For example, when teaching "Red Crag", teachers can introduce the deeds of revolutionary martyrs such as Jiang Jie, helping students understand her perseverance and courage in difficult situations. By learning about the backgrounds of heroic figures, students can not only understand the text content but also draw spiritual strength from these figures, inspiring their sense of responsibility and patriotism.

4.1.3. Elaborating on social backgrounds: Understanding the social features of the era

Red culture works showcase the social environments and people's hardships in specific eras. Understanding the social background helps students understand the social roots of characters' behaviors and story developments. For example, when teaching "The Story of Lei Feng", teachers can explain the era background when Lei Feng lived in the early days after the founding of New China, when society was undergoing great changes. By understanding this background, students can understand Lei Feng's motivation for selfless dedication and feel the promoting effect of revolutionary ideals on social progress.

4.2. Conducting red culture reading teaching to strengthen students' language expression abilities

Reading-aloud teaching is an important part of primary school Chinese classrooms. Especially in the teaching of red culture works, reading aloud not only helps students understand the deep meaning of the text but also stimulates their emotions^[12]. Teachers can use reading-aloud teaching to enable students to experience the language charm of red culture works while enhancing their language expression abilities and emotional resonance.

4.2.1. Experiencing the emotions of red culture works through reading aloud

Most red culture works are rich in emotional colors, such as the heroic spirit of heroic figures and the hardships and perseverance in revolutionary struggles. When conducting reading-aloud teaching, teachers should guide students to express the emotions in the text through changes in intonation and tone. For example, when teaching the lesson "Little Hero Yu Lai", teachers can encourage students to read the key sentences in the text, especially the paragraphs related to Yu Lai's heroic deeds, with full passion. Through reading aloud, students can better understand the emotional changes of the characters and the theme of the work.

4.2.2. Enriching the emotional expression of reading by combining background knowledge

Reading aloud is not just a language expression but should also be combined with the background of the text and students' emotional experiences. Teachers can help students understand the historical background of the War of Resistance against Japanese Aggression, enabling them to immerse themselves in the situation when reading aloud, feeling the pain, heroism, and joy of victory in the war. Through this injection of emotions, students' reading aloud is not just a repetition of the text content but an internalization and sublimation of the red culture spirit.

4.2.3. Stimulating a sense of collective honor through group reading and role-playing reading aloud

Group reading aloud or role-playing reading aloud can promote cooperation and communication among students and enhance their understanding and expression of red culture works^[13]. When teaching “Little Hero Yu Lai”, teachers can arrange for students to do role-playing reading aloud. Some students can play the role of Little Hero Yu Lai, while others can play the roles of the enemy or revolutionary soldiers. Through simulating the situations in the text, the conflicts and tense atmosphere in the text can be demonstrated. This not only exercises students’ language skills but also enhances their sense of collective honor and responsibility and cultivates their teamwork spirit.

4.3. Designing red culture practice activities to enhance students’ immersive experiences

The study of red culture should not be limited to textbooks. Instead, students should be allowed to experience and understand it through practical activities. Teachers can design a series of red culture-related practical activities, combining textbook knowledge with life practice, so that students can more deeply understand and inherit red culture in practice^[14].

4.3.1. Carrying out red culture visiting activities

By organizing students to visit red education bases, memorial halls, revolutionary sites, etc., students can feel the historical atmosphere on-site, enhancing their identification with and respect for red culture. For example, when visiting the War of Resistance against Japanese Aggression Memorial Hall, students can learn about that period of history through various means, such as actual historical relics, pictures, and videos, thus deepening their understanding of the text content. Such visiting activities allow students to further understand the red culture themes in textbooks through personal experiences and to feel the great spirit of revolutionary martyrs.

4.3.2. Simulating red history situations to cultivate students’ sense of historical responsibility

Teachers can design some red-history-situation simulation activities, such as simulating the Long March of the Red Army or anti-Japanese battles, and let students participate in them to experience the struggles of revolutionary martyrs. During the simulation process, students not only need to understand the background and significance of historical events but also deeply think about the emotions and decisions of the characters at that time through role-playing and other methods. These practical activities can enhance students’ interest in history, cultivate their sense of historical responsibility, and boost their national pride.

4.3.3. Organizing red song singing and red story sharing

By organizing red-song singing and red-story sharing activities, students can learn the essence of red culture in a pleasant atmosphere. Teachers can organize students to learn red songs, such as “March of the Volunteers” and “The Red Star Guides Me to Battle”, to enhance their sense of collectivism and patriotism. At the same time, students can share the red stories they know, stimulating their learning enthusiasm and inheriting the spirit of red culture.

5. Conclusion

The application of red culture works in primary school Chinese teaching can not only enrich the teaching content but also cultivate students’ patriotic feelings and ideological and political qualities imperceptibly^[15]. By explaining background knowledge, conducting reading-aloud teaching, and designing practical activities, teachers can help

students better understand the texts, experience the profound emotions of the revolutionary history, and inspire their sense of responsibility and national pride. In the context of new-era education, the integration of red culture works not only promotes students' cultural identity but also provides impetus for their all-around development. Through the study of red culture, students can not only establish correct values but also be deeply inspired emotionally and intellectually. In the future, primary school Chinese teaching should continue to strengthen the dissemination and inheritance of red culture, help students better absorb the revolutionary spirit through diverse teaching strategies, cultivate their sense of responsibility to shoulder the mission of the times, and contribute to the construction of a modern socialist country.

Disclosure statement

The authors declare no conflict of interest.

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