

Research on the Integration of Red resources into the Unified Development of Ideological and Political Education Courses in Primary, Secondary, and Higher Education Institutions

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How to cite this paper: Xie, W. W., & Wang, H. (2025). Research on the Integration of Red resources into the Unified Development of Ideological and Political Education Courses in Primary, Secondary, and Higher Education Institutions. *Education and Social Work*, 2(3), 1 - 5. ISSN Print: 3079-515X; ISSN Online: 3079-5168. <https://doi.org/10.63313/ESW.9088>
Published: 2025-08-25

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Abstract

Red resources are the valuable assets accumulated by the Communist Party of China during the revolutionary, construction, and reform processes. They serve as the core educational medium for advancing the integrated development of ideological and political education across primary, secondary, and higher education institutions in the new era. [2] From the perspective of educational principles, the integration of ideological and political education across all levels of education emphasizes the construction of an educational system that is vertically interconnected and horizontally coordinated. Red resources, with their inherent historical logic, value core, and practical orientation, naturally align with this requirement. This paper explores the educational functions of “red resources” from the perspective of their integration into “ideological and political education courses across all levels of education,” and discusses how to incorporate them into daily ideological and political education to better leverage the educational functions of such courses.

Keywords

Red resources; integration of ideological and political education at primary, secondary, and tertiary levels; path exploration

1. Introduction

The “large, medium, and small ideological and political education courses” primarily focus on “ideological and political education courses.” The distinction between the “large, medium, and small ideological and political education courses” and traditional ideological and political education courses lies in their innovative educational concepts, methods, and approaches. Based on Kohlberg's theory of moral development, students at different educational stages exhibit stage-specific characteristics in their moral cognition and value judgment abilities. Through staged, progressive

educational design, this approach aligns with the inherent of ideological and political education integration, which follows a “step-by-step, spiral-like progression” pattern.

2. The connotation and phased characteristics of the integration of ideological and political courses in primary, secondary, and higher education

2.1. The essence of integrating ideological and political education across all levels of education

The integration of ideological and political education across primary, secondary, and higher education refers to the organic incorporation of ideological and political education throughout the entire process of students' growth and development, forming an organic educational community that is horizontally interconnected and vertically integrated, with the aim of achieving the fundamental task of cultivating virtue and fostering talent. [1]

2.2. The stage characteristics of large, medium, and small ideological and political theory courses

In primary school ideological and political education courses, the focus is on providing elementary students with foundational moral education to establish their initial moral awareness. At the junior high school level, we further emphasize discussions on social responsibility and civic duties. At the university level and beyond, the emphasis shifts toward integrating theory with practice, enabling students to gain a profound understanding of China's development process and the ideology of socialism with Chinese characteristics. [4]

2.3. Limited Disciplinary Methods

In actual educational practice, many teachers still rely on relatively limited disciplinary measures, primarily traditional methods such as verbal criticism, standing as punishment, and probation. These methods lack clear objectives and fail to adequately consider individual differences among students or the nature and severity of specific violations. For more complex and challenging behavioral issues, relying solely on punishment is unlikely to achieve thorough correction.

3. The Role of Red Resources in Ideological and Political Education Courses at All Educational Levels

3.1. Providing a Unified Value Orientation

Students at different educational levels are at different stages of development. The values embodied in red resources, such as firm ideals and beliefs, patriotism, collectivism, and hard work, provide consistent value guidance for students at all educa-

tional levels.

3.2. Enhancing Cultural Confidence and National Pride

Cultural Identity: Red culture is an important manifestation of the outstanding culture of the Chinese nation. When students gain a deeper understanding of red cultural resources, they develop a stronger sense of identity with their own culture, which serves as the foundation for cultural confidence.

Stimulating National Pride: Red cultural resources showcase the indomitable spirit and great creativity of the Chinese people in the face of difficulties and challenges, which can greatly stimulate students' national pride.

3.3. Enhancing the Appeal and Engagement of Ideological and Political Education Courses

Red cultural resources contain a wealth of diverse materials, which can help ideological and political education courses move away from purely theoretical lectures and become more vivid and engaging.

4. Pathways for Integrating Red Resources into Ideological and Political Education Courses at All Educational Levels

4.1. In Terms of Teaching Content

Exploring Local Red Resources: Sichuan Province is rich in red resources, such as Jiang Jie's Hometown, Deng Xiaoping's Hometown, Zhu De's Hometown, and the Sichuan-Shaanxi Revolutionary Base Area. Schools and teachers should thoroughly explore the ideological and political education elements within these local red resources and organize them into teaching content suitable for students at different educational levels.

4.2. Teaching Methods

Employing Diverse Teaching Methods

At the primary school level, methods such as storytelling and game-based teaching can be used to allow students to receive red education in a relaxed and enjoyable atmosphere. At the secondary school level, methods such as case-based teaching and discussion-based teaching can be employed to cultivate students' critical thinking skills and teamwork spirit. At the university level, methods such as research-based learning and practical teaching can be utilized to guide students in integrating theoretical knowledge with real-world applications. [5]

Utilizing modern information technology to assist teaching

Teachers can create multimedia presentations about Sichuan's red tourist sites, using images, videos, and audio to showcase the charm of red resources; utilize VR technology to allow students to virtually visit red tourist sites such as Deng Xiaoping's Hometown and Zhu De's Hometown, enhancing their sense of immersion and learn-

ing interest; Online learning platforms can offer specialized courses on Sichuan's red culture, providing learning materials, video lectures, and online quizzes related to red resources, enabling students to study anytime and anywhere. Additionally, social media platforms can be utilized to conduct discussions and interactive activities centered on red culture themes, such as Weibo topic discussions and WeChat official account posts, to expand the influence of red resources.

Establish practical teaching bases

Integrate Sichuan's red resources to establish a number of practical teaching bases for ideological and political courses at the primary, secondary, and tertiary levels. For example, take Deng Xiaoping's hometown, Zhu De's hometown, and the Sichuan-Shaanxi Revolutionary Base Memorial Hall as the core to create national and provincial-level practical teaching bases for ideological and political courses; rely on local red revolutionary sites, martyrs' cemeteries, museums, and other facilities to establish municipal and county-level practical teaching bases for ideological and political courses. Schools can organize students to visit these bases for on-site visits, learning, and practical activities, allowing students to experience the charm of red culture through practice. Practical teaching bases should be equipped with professional guides and instructors to provide systematic explanations and guidance to students.

4.3. Teaching Evaluation Aspects

On one hand, a diversified evaluation system should be established, emphasizing both students' understanding of red culture and the cultivation of their emotional attitudes, values, and practical abilities. At the same time, a dynamic assessment feedback mechanism should be established to monitor students' perceptions and views on red culture at multiple time points, enabling both teachers and students to receive timely feedback. This aims to achieve the objectives of improving teaching through evaluation and enhancing learning through evaluation. [6]

Establish a regular communication platform

Schools can regularly hold parent-teacher meetings and incorporate red figure science popularization into the agenda. A dedicated section can be set up at parent-teacher meetings to inform parents about how the school's ideological and political education classes explain red figures and their educational significance to students. Teachers can use handwritten newsletters, short essays, and other formats to showcase students' achievements in the classroom to parents, enabling parents to gain a comprehensive understanding of their children's academic performance at school.

Organize joint training activities

Conduct teaching research involving teachers, parents, and community workers. Based on this, explore how to integrate red figures with ideological and political education courses, achieving an organic combination of red culture and ideological and

political education.

5. Conclusion

Integrating red culture into the integrated construction of ideological and political courses in primary, secondary, and higher education is a systematic project that concerns the cultivation of future national talent and the inheritance of the national spirit. Although there are still many challenges at present, through comprehensive measures, it is possible to gradually establish a scientific, systematic, and effective model for red culture education across all levels of education. Let red culture shine even brighter in the new era, injecting powerful spiritual momentum into the cultivation of new generations capable of shouldering the great task of national rejuvenation.

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