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Research on the Path of Integrating the Spirit of the Workers' Movement of Shuikoushan into the Integrated Construction of Ideological and Political Courses in Primary, Secondary and Higher Education

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Abstract

The Shuikoushan Workers' Movement is an important chapter in the history of the Chinese labor movement and even the history of the Chinese revolution. The "unyielding spirit of struggle, unbreakable spirit of unity, and selfless and fearless spirit of dedication" nurtured by it are organic components of the spiritual spectrum of Chinese Communists, which are highly consistent with patriotism, collectivism, and core socialist values. Promoting the integration of the Shuikoushan Workers' Movement Spirit into the ideological and political education curriculum in primary, secondary, and higher education institutions is of great contemporary value for enriching local red educational resources, connecting the educational lineage of revolutionary spirit, and cultivating the striving character of new-era individuals. At present, some schools have launched preliminary explorations in applying Shuikoushan's red resources to education; however, practical teaching still faces problems such as fragmented content, ambiguous inter-stage connections, traditional teaching methods, and formalized inter-school cooperation. Based on systematic thinking and adhering to the laws of students' cognitive development, this study constructs an implementation framework for integrating the Shuikoushan Workers' Movement Spirit into the ideological and political education curriculum in primary, secondary, and higher education institutions from three dimensions: goal hierarchical design, content gradient connection, and faculty collaborative development.

Keywords

Shuikoushan Workers' Movement Spirit; Integrated Construction of Ideological and Political Courses in Primary; Secondary and Higher Education; Intergenerational Inheritance of Red Genes

1. Introduction

The Report to the 20th National Congress of the Communist Party of China proposed to carry forward the spiritual spectrum of Chinese Communists, make full use of red resources, and focus on cultivating new people for the times. During his inspection in Hunan Province, General Secretary Xi Jinping emphasized the importance of protecting and utilizing red resources to pass on the red bloodline. Integrating local red spirit into the integrated construction of ideological and political courses in primary, secondary, and higher education institutions is an important approach to implementing the fundamental task of fostering virtue through education and promoting the quality and efficiency of ideological and political education（Cao, Z. Q., & Xiao, L. H. ,2021）.

Shuikoushan, located in Changning City, Hunan Province, is an important cradle of the red workers' movement led by the Communist Party of China（Long, X. M. ,2021）. In 1922, under the guidance of Comrade Mao Zedong, Jiang Xianyun, Liu Dongxuan and other revolutionaries led the Shuikoushan Workers' Strike to a complete victory, for the first time shouting the slogans "Labor is Sacred" and "Long Live the Workers", which set off an upsurge in the Hunan workers' movement. This land witnessed the birth of the first workers' Party group in Hunan and nurtured revolutionary pioneers such as Geng Biao and Song Qiaosheng. The feat of 800 miners marching to Jinggangshan provided a backbone force for the revolution led by the Communist Party of China. Deng Zhongxia once commented that "among all mines in China, only Anyuan in Jiangxi and Shuikoushan in Hunan are fully organized, and the strike at the Shuikoushan Lead-Zinc Mine is no less magnificent than that at Anyuan", which highlights its important position in the history of China's workers' movement（Wu, L. S. ,2021）.

The Shuikoushan Workers' Movement Spirit（Deng, Q. C. ,2021） embodies three profound connotations: indomitable perseverance, unity, and selfless dedication. It serves as a brilliant model of integrating Marxism with the practice of China's workers' movement, and is highly consistent with core socialist values, providing a vivid textbook for implementing the fundamental task of moral education in the new era. In the context of the new era, the Shuikoushan Workers' Movement Spirit has evolved from a regional historical memory into an era character with universal significance, providing spiritual nourishment from perceptual cognition to rational identification for students of different stages and injecting red momentum into the integrated development of ideological and political education（Ni, L. ,2021）.

Currently, some colleges and universities have established practical bases in collaboration with the Shuikoushan Workers' Movement Memorial Hall, actively exploring "mobile IPCs" and the development of virtual reality (VR) resources（Liu, S. Y., & He, J. L. ,2025）. However, overall challenges remain, such as fragmented teaching content, unclear vertical alignment across educational stages, traditional teaching methods, and superficial inter-school cooperation, which restrict the full

realization of its educational functions. Against this backdrop, this paper, based on the contemporary value of the Shuikoushan Workers' Movement Spirit, aims to explore practical pathways for its integration into the integrated construction of IPCs across primary, secondary, and tertiary education from three dimensions: hierarchical goal setting, coherent content design, and collaborative faculty development. By addressing practical difficulties and constructing an integrated education pattern, this study seeks to provide practical references for IPC construction and facilitate the intergenerational inheritance of red genes（Dai, J. C., & Chen, X. Z. (2025)）.

2. Target Stratification: Constructing a Step-by-Step Target System of "Emotional Enlightenment—Value Cognition—Rational Internalization—Conscious Practice"

To integrate the Shuikoushan Workers' Movement Spirit into the integrated ideological and political education system across primary, secondary, and higher education, it is imperative to establish tiered educational objectives that progress from basic to advanced, tailored to students' psychological characteristics, cognitive abilities, and developmental needs（Tian, F. H., & Tian, Y. W. ,2015）. Ideological and political education adheres to inherent laws, and students' growth presents distinct phased characteristics. Piaget's Cognitive Development Theory（Wang, B. X. ,2025）reveals qualitative differences in thinking patterns among children, adolescents, and young adults—transitioning from concrete operational thinking to abstract logical thinking, and from sensory intuition to rational speculation. As a red educational resource with profound historical connotation and rich ideological implications, the Shuikoushan Workers' Movement Spirit must conform to this cognitive development law to construct a progressive and spiral-shaped educational framework. Specifically, a step-by-step target system of "Emotional Enlightenment—Value Cognition—Rational Internalization—Conscious Practice" should be developed, ensuring that students at different educational stages can obtain age-appropriate spiritual nourishment through targeted educational approaches.

2.1. Primary School Stage: Aim at "Emotional Enlightenment" and Sow the Red Seeds

The primary school stage is a formative period for students' worldviews, outlooks on life, and values, as well as a critical stage for emotional development. At this stage, students mainly rely on concrete imagery-based thinking and have limited ability to grasp abstract concepts. However, they are emotionally rich, curious, and proficient in imitation. Therefore, the integration of the Shuikoushan Workers' Movement Spirit into primary school ideological and political education should focus on "emotional enlightenment"（Liao, Y. Q. ,2022）. This requires using vivid and

relatable materials to inspire students' reverence for the pioneers of the workers' movement and help them initially perceive the greatness of working people and the power of unity.

Specifically, students should be guided to listen to stories of child laborers in Shuikoushan, sing ballads of the workers' movement, and watch historical documentaries such as "Geng Biao's Childhood as a Sand Worker". Through these tangible characters and scenes, they can initially understand the hardships of miners' lives and the arduousness of their struggles. Comrade Geng Biao moved to Shuikoushan with his parents at the age of 7 and became a sand worker at 11. He tempered his will in adversity and received revolutionary enlightenment in night schools. Such stories have strong emotional resonance for primary school students and are easy to be imitated. Teaching should focus on concrete narratives such as "Little Child Laborers, Great Heroes", "The Story of a Bowl of Porridge", and "The Lights of the Night School", enabling students to experience the perseverance and kindness of revolutionary pioneers through vivid details.

Meanwhile, emphasis should be placed on designing diverse emotional experience activities. Students can visit the children's interactive area of the Shuikoushan Workers' Movement Memorial Museum, participate in situational drama performances, and role-play as child laborers or young traffic couriers. Through immersive experiences, they can develop a simple yet profound recognition of "the greatness and unity of workers". Creative activities such as "Writing a Letter to Grandpa Geng Biao" or "If I Were a Little Miner in Shuikoushan" can help students project their emotions, fostering a preliminary sense of collective belonging and sincere respect for working people. The educational goal at this stage is not to impart a large amount of historical knowledge, but to plant the seeds of the revolutionary spirit in childhood and make the heroic images of the pioneers of the workers' movement the first role models in students' hearts.

2.2. Junior High School Stage: Establishing Spiritual Coordinates with the Goal of "Value Cognition"

The junior high school stage marks a pivotal transition from childhood to adolescence, during which students' abstract thinking develops gradually and their core values begin to take shape. At this stage, students are no longer satisfied with passive story-listening; instead, they actively seek answers to "why" and develop a curiosity about the underlying causes and significance of various phenomena. Therefore, the integration of the Shuikoushan Workers' Movement Spirit into junior high school ideological and political education should focus on "value cognition"（Cao, B. ,2021）—guiding students to transcend superficial impressions, explore in-depth meanings, understand the essential connotation of this historical legacy, and form preliminary value judgments.

Specifically, students should be guided to understand the specific manifestations of

"unyielding perseverance", "mutual solidarity", and "selfless dedication" embodied in the Shuikoushan Workers' Movement Spirit, while exploring the historical conditions and social background that contributed to the complete victory of the Great Strike. Through teaching methods such as historical document analysis and group discussions, teachers can prompt students to reflect: Why did the first two struggles fail, while the 1922 Great Strike achieved triumph? This helps students recognize that the victory of the struggle was attributable to the leadership of the Communist Party of China, a well-organized structure, and the solidarity of workers. By examining historical facts such as "the rigorous organization of the Workers' Supervision Team during the strike", "the initial formation of the worker-peasant alliance", and "the solidarity of workers across the country", students can contemplate the dialectical relationships between individuals and collectives, struggle and victory, as well as dedication and achievement.

Meanwhile, emphasis should be placed on connecting value cognition with students' life experiences. Comparative discussions such as "Class Construction and the Shuikoushan Workers' Movement" can be designed to guide students to reflect: If our class were the Shuikoushan Workers' Club in that era, what kind of "supervision team" would we need? What kind of "spirit of unity" would we require? Through solving practical problems in daily study and life, students can be helped to develop value judgments such as "unity is strength", "struggle leads to victory", and "dedication deserves respect". The goal of this stage is to help students establish their spiritual coordinates, enabling them to understand that the Shuikoushan Workers' Movement Spirit is not merely a historical memory, but also a contemporary value system guiding their interpersonal behaviors and growth.

2.3. Senior High School Stage: Goal of “Rational Internalization” and Deepening Historical Thinking

Senior high school constitutes a critical period for the formation of students’ world outlook, outlook on life, and values. Their abstract logical thinking tends to mature, and their capacities for critical thinking and systematic thinking improve significantly. Students at this stage are able to understand complex historical causal relationships and conduct multi-perspective and in-depth analysis. Therefore, the goal of integrating the Shuikoushan Workers’ Movement Spirit into senior high school ideological and political courses should be positioned as rational internalization （Liu, C. ,2023）—guiding students to analyze the spirit within the broad vision of China’s workers’ movement and the early revolutionary history of the Communist Party of China, grasp its historical logic and contemporary value, and realize the sublimation from value identification to rational identification.

Specifically, in combination with contents in ideological and political courses such as “exploration of the path of socialism with Chinese characteristics,” “cultural confidence,” and “historical materialism,” students should be guided to explore the

historical logic of the transformation of Shuikoushan workers from a class-in-itself to a class-for-itself. Topic-based discussions can be carried out: Why could Shuikoushan workers rapidly grow into the most conscious and courageous revolutionary force under the leadership of the Communist Party of China? What insights does this transformation provide for understanding "why the Communist Party of China is capable"? Through such inquiries, students can deeply understand that the Party's leadership is the fundamental guarantee for the victory of the Chinese revolution and grasp the basic principle of historical materialism that the people are the creators of history.

Meanwhile, students should be guided to reflect on the inheritance and transformation of the workers' movement spirit in the new era. In connection with the rural revitalization strategy, they can discuss the enlightenment of the worker-peasant alliance practice of the Yuebei Peasants' Union for current work concerning agriculture, rural areas, and farmers. In combination with industrial upgrading and scientific and technological innovation, they can explore the contemporary value of the "indomitable striving spirit" in overcoming key technologies bottlenecked by foreign countries. In relation to social governance, they can analyze the practical significance of the "unbreakable spirit of solidarity" for building a harmonious society. Students are guided to understand that "daring to struggle" is not a relic of history, but a life attitude that contemporary young people should uphold in the face of difficulties. The goal at this stage is to enable students to achieve spiritual internalization through rational speculation and take the workers' movement spirit as an ideological weapon for analyzing problems and understanding the world.

2.4. University Stage: Goal of "Conscious Practice" and Shouldering the Mission of the Times

The university stage is a critical preparatory period for students before they enter society, as well as a key phase for the consolidation of values and the enhancement of practical capabilities. Students at this stage possess strong theoretical thinking and independent reasoning abilities, and are poised to become builders and successors of socialism. Therefore, the goal of integrating the Shuikoushan Workers' Movement Spirit into university ideological and political courses should be positioned as conscious practice （Dai, M. C. ,2019）. This means guiding students to explore the philosophical connotations and contemporary value of the spirit from the theoretical height of adapting Marxism to the Chinese context and the needs of the times, transforming their understanding of the spirit into concrete actions to serve the country, and realizing their sense of responsibility through social service.

Specifically, in-depth thematic seminars should be established in conjunction with courses such as Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, Outline of Modern Chinese History, and

Basic Principles of Marxism. A seminar on "Shuikoushan Workers' Movement and Chinese Modernization" can be offered to explore the inherent connections between the striving aspirations of the workers' movement a century ago and the goal of the great rejuvenation of the Chinese nation today . A thematic module on "The Party's Mass Line as Seen from the March of 800 Miners to Jinggangshan" can be set up to conduct an in-depth analysis of how the Party won popular support, organized the masses, and rallied strength during the workers' movement. Discussions on "Shuikoushan Spirit and the Concept of Struggle in the New Era" can be held to guide students to grasp the essential connotations of the spirit of struggle at an academic level.

Meanwhile, students should be encouraged to engage in academic research, social investigations, and literary and artistic creation. Leveraging platforms such as the College Students' Innovation and Entrepreneurship Training Program and the "Challenge Cup" series competitions, students can be supported in carrying out projects including oral history collection, historical materials collation, and cultural and creative product development related to the history of the Shuikoushan Workers' Movement. A regular practice base can be established in cooperation with the Shuikoushan Workers' Movement Memorial Hall to organize students to participate in practical activities such as volunteer interpretation, grassroots publicity, and the design of red research routes. Students are encouraged to appreciate the responsibility of selfless dedication in social service, and to practice the workers' movement spirit through practical actions such as choosing grassroots employment, devoting themselves to rural revitalization, and participating in scientific research breakthroughs. The ultimate goal of the university stage is to enable the Shuikoushan Workers' Movement Spirit to move from textbooks to real life, transform from cognition into action, and become a spiritual driving force for students to shoulder the great mission of national rejuvenation.

2.5. Logical Connections of the Hierarchical Goal System

The goals of the four stages mentioned above form an organic whole with distinct hierarchical characteristics. Affective enlightenment serves as the starting point; without perceptual accumulation in the primary school stage, subsequent rational cognition will lack an emotional foundation. Value cognition acts as a bridge, helping students establish basic value judgments in junior high school and laying the groundwork for rational thinking in senior high school. Rational internalization is the key, enabling a leap from perception to rationality in senior high school and endowing spiritual identification with ideological depth. Conscious practice is the ultimate goal, transforming internal identification into external actions at the university stage to achieve the unity of knowledge and practice. This goal system not only follows the laws of students' cognitive development but also reflects the inherent requirement of gradual progress in ideological and political education,

providing clear goal guidance for integrating the Shuikoushan Workers' Movement Spirit into the integrated construction of ideological and political courses across primary, secondary, and tertiary education.

It should be emphasized that hierarchical goals are not mechanically separated, but rather focus on different priorities, connect with each other, and develop spirally. Affective enlightenment in primary school already contains value orientation, and conscious practice in university is also accompanied by deepened emotion and improved rationality. In actual teaching, each stage should not only focus on its core goal but also pay attention to the coherence and progression of goals, so as to ensure that education on the Shuikoushan Workers' Movement Spirit runs through the whole process of students' growth and forms a joint educational force.

3. Content Connection: Designing a Multidimensional Interwoven Content Spectrum of "Narrative Line—Knowledge Line—Theoretical Line—Practice Line"

To integrate the Shuikoushan Workers' Movement Spirit into the integrated ideological and political education system across all educational levels, systematic transformation of its red resources is essential. This requires developing coherent curriculum modules with progressive depth, so as to avoid redundant content and teaching gaps. As the core of this integration, content development determines the effective implementation of educational objectives. Although the Shuikoushan Workers' Movement Spirit encompasses rich historical, ideological, and practical resources, its original form cannot be directly adapted into teaching materials. This necessitates meticulous educational adaptation that respects historical authenticity while aligning with pedagogical principles, and maintains spiritual consistency while reflecting stage-specific characteristics.

Accordingly, a multidimensional framework should be established through the "narrative thread—knowledge thread—theoretical thread—practice thread" to construct a progressive content spectrum （Chen, Y. S., & Cao, Y. Q. ,2018） from primary school to university. This approach ensures that students encounter content of appropriate depth at each educational stage, enabling them to achieve a comprehensive understanding of the Shuikoushan Workers' Movement Spirit through a spiral progression of learning.

3.1. Primary School Stage: Take "Character Narration and Scene Reconstruction" as the Main Content Axis, Make Red History Feelable and Touchable

Primary school students mainly rely on concrete imagery thinking and have limited ability to comprehend abstract concepts. However, they naturally connect with vivid stories, lively characters, and specific scenarios. Therefore, content design at this stage should adhere to the "narrative-first" principle, focusing on character storytelling（Zou, R. N., & He, Q. F. ,2025） and scene reconstruction（Liu, M. Y. ,2025）

to make revolutionary history tangible, relatable, and approachable.

Specifically, school-based teaching resources tailored to primary school students' cognitive characteristics should be developed. For instance, illustrated books such as *The Story of Child Laborer Geng Biao* and *The Little Hero of Shuikoushan* can be created to vividly depict Geng Biao's experiences as an 11-year-old sand-dressing child laborer, his cultural learning at night schools, and his revolutionary journey under the guidance of Song Qiaosheng. Animated videos like *The Lights of Night Schools* and *The Trumpet of Strikes* can recreate scenes such as Jiang Xianyun teaching workers to read at night schools and workers cheering after the successful conclusion of strikes. In addition, a series of picture books entitled *Shuikoushan Memories* could be designed, featuring the true story of "A Bowl of Congee"—the mutual assistance among workers during difficult times—to help students experience the warmth of unity and camaraderie.

In terms of content selection, the focus should be on concrete and contextual historical fragments. "The Hardship of Sand Workers" allows students to understand how child laborers toiled for more than ten hours a day, their hands blistered yet still persisting; "The Light of Workers' Night Schools" shows how knowledge became a beacon of awakening in the dark mines; "The Triumph of Strikes" enables students to feel the joy and pride of victory achieved through unity. Vivid stories such as "Jiang Xianyun Teaches Workers to Read," "Song Qiaosheng Leads Miners to Seize Weapons," and "Liu Dongxuan Spreads the Torch in Yuebei" should be selected. These stories combine dramatic tension with moral values, integrating seamlessly into the primary school ethics and rule of law curriculum.

In content integration, alignment with current textbooks is essential. Through the theme of "Labor Creates Happiness," guide students to understand the meaning of labor from Geng Biao's childhood experiences; through "Unity is Strength," help them grasp the importance of solidarity from the workers' strikes; through "Love for the Collective," foster a sense of belonging through the stories of workers' mutual assistance. Such content design allows red seeds to take root in childhood, making the heroic figures of the pioneers of Shuikoushan's workers' movement the first role models in students' hearts.

3.2. Junior High School Stage: With "Event Combing and Spirit Analysis" as the Main Content Axis, Let the Red Line Be Clearly Distinguishable

Junior high school students begin to develop abstract thinking abilities and show interest in exploring the causal relationships of historical events and understanding complex historical narratives. Therefore, curriculum design at this stage should shift from focusing on character stories to sorting out event timelines（Qiu, F., Luo, L. M., & Qian, G. H. ,2024）. Based on the systematic organization of the development process of the Shuikoushan Workers' Movement, students should be guided to analyze the fundamental connotations of the Workers' Movement Spirit, so as to

form an overall understanding of this historical period（Chen, S. J. ,2021）.

Specifically, it is necessary to integrate the content from the sections "The Birth of the Communist Party of China" and "The New Democratic Revolution" in the unified history textbook, so as to systematically outline the three key milestones of the Shuikoushan Workers' Movement. First, the outbreak and victory of the 1922 Great Strike—this requires explaining the background, process, outcome, and historical significance of the strike, helping students understand that it was the first mine workers' strike led by the Communist Party of China, with a historical status "no less heroic than the Anyuan Mine Workers' Strike". Second, the establishment of the Yuebei Peasants' and Workers' Union in 1923—as the first workers-peasants alliance organization in China, it marked the extension of the workers' movement to the peasant movement and provided valuable experience for the Party's exploration of worker-peasant alliance strategies. Third, the 1928 Eight Hundred Miners' March to Jinggangshan—under the leadership of Song Qiaosheng, the Shuikoushan Workers' Armed Forces joined the troops of Mao Zedong's Autumn Harvest Uprising, becoming the backbone of the Jinggangshan Red Army. Comrade Zhu De once highly praised these miners as "the most agile, disciplined, and courageous" revolutionary fighters, and their integration into the Jinggangshan Red Army also laid an important foundation for the subsequent convergence of the Autumn Harvest Uprising troops and the Nanchang Uprising remaining troops at Jinggangshan.

On the basis of event analysis, in-depth exploration should be conducted on the threefold essence of the Shuikoushan Workers' Movement Spirit. By interpreting the strike outcome of "completely complying with all 18 demands", students will grasp the "unyielding spirit of perseverance"—complete victory was achieved through the workers' persistent struggle under the leadership of the Communist Party of China. By examining the rigorous organization of the "Workers' Supervision Team" and the "solidarity among workers across the country", students will comprehend the "unbreakable spirit of unity"—uniting all possible forces became the key to victory. By recounting the deeds of pioneers such as Jiang Xianyun, Liu Dongxuan, Song Qiaosheng, and Geng Biao, students will understand the "selfless and fearless spirit of dedication"—countless revolutionaries demonstrated unwavering loyalty to the revolutionary cause through blood and sacrifice.

In terms of content presentation, visual tools such as the "Shuikoushan Workers' Movement Timeline" and "Spirit Mind Map" can help students construct a clear historical framework. Organizing students to compile major events and create character profiles will deepen their understanding through hands-on practice. This phase transforms fragmented historical knowledge into a systematic understanding, laying a solid foundation for the cultivation of rational critical thinking in senior high school education.

3.3. High School Stage: Taking "Historical Logic and Value Interpretation" as the Main Content Axis, Making the Red Gene

Understandable and Accessible

High school students demonstrate mature abstract logical thinking, which enables them to comprehend complex historical causality and grasp the underlying logic of historical development（Zhang, G. H. ,2015）. Therefore, curriculum design at this stage should transition from event analysis to logical exploration, guiding students to deeply understand the historical patterns and ideological values embedded in the Shuikoushan Workers' Movement and achieve a leap from "knowing the what" to "knowing the why." Specifically, it should integrate content from ideological and political education courses—such as "revolutionary culture and socialist advanced culture," "the Party's leadership and the people's principal status," and "historical materialism"—to thoroughly examine the deeper logic of the Shuikoushan Workers' Movement.

A pivotal focus lies in the intrinsic connection between the Shuikoushan Workers' Movement and the embryonic development of Mao Zedong Thought. As early as 1921, Mao Zedong explicitly instructed the Hengyang Party organization to send Party members to Shuikoushan to propagate Marxism and launch the workers' movement, and he personally visited Shuikoushan in April 1922 to investigate the hardships of miners and ignite the spark of the workers' movement[4]. In 1922, he personally planned, guided and revised the strike plan and declaration for the Shuikoushan Great Strike, putting forward the tactic of "winning through compassion and moving people" to gain external support, which laid a solid foundation for the complete victory of the strike[5]. In 1927, through in-depth research on the Yuebei Peasants' Union, he authored the seminal work *Report on the Peasants' Movement in Hunan*. This historical link vividly demonstrates the Communist Party of China's working principle of "from the masses, to the masses," embodying the epistemological principle that revolutionary theory originates from revolutionary practice. By analyzing this historical fact, students can gain a profound understanding of the historical logic behind the Sinicization and modernization of Marxism.

The second key point is the fundamental lesson that "the Party's leadership is the guarantee of victory." Teachers should guide students to reflect: Why did the first two spontaneous strikes in 1918 and 1920 fail due to lack of organizational leadership and being deterred and divided by the mine authorities, while the third strike under the Party's leadership achieved complete victory? Through comparative analysis, students should recognize that with the Party's leadership, the Shuikoushan Workers' Movement evolved from spontaneous to conscious, from scattered to organized, and from failure to victory. This is the core historical revelation of the Shuikoushan Workers' Movement. It is worth noting that the victory of the 1922 Shuikoushan Great Strike, under the direct leadership of the CPC Hunan Regional Committee, also pushed the workers' movement in the Hunan region to its climax.

The third key point is the important principle that "the alliance between workers and peasants is the source of strength." By analyzing the establishment and significance of the Yuebei Peasants' Union, students can understand that the fundamental issue of the Chinese revolution is the peasant issue, and that the working class can only form a powerful revolutionary force by forging a solid alliance with the peasants. This understanding has important practical implications for comprehending today's rural revitalization strategy and the integrated development of urban and rural areas. In terms of content organization, special seminars such as "The Historical Wisdom of the Shuikoushan Workers' Movement" and "Understanding Why the Communist Party of China Can Succeed from the Perspective of Shuikoushan" can be held to guide students in applying the theories they have learned to analyze historical issues. Primary sources such as original documents, historical photographs, and memoirs of participants can be introduced to cultivate students' awareness of historical evidence and their ability to think historically.Through this stage of learning, students can grasp the essential laws from historical phenomena and comprehend universal truths from specific events, realizing the transformation of the Shuikoushan Workers' Movement Spirit from knowledge memorization to intellectual resources.

3.4. The University Stage: Taking "Theoretical Exploration and Frontier Observation" as the Main Content Axis, Making the Red Spirit Feasible and Practicable

University students possess strong theoretical thinking and independent reasoning abilities, and they are about to become builders and successors of socialism. Therefore, the content design at this stage should shift from historical cognition to theoretical innovation and practical reflection, guiding students to conduct in-depth research on the Shuikoushan Workers' Movement Spirit from a multidisciplinary perspective（Xie, X. J., & Wang, D. H. ,2015） and closely link it with the great practice of socialism with Chinese characteristics in the new era. Specifically, thematic modules should be established in ideological and political courses such as *An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics*, *An Outline of Modern and Contemporary Chinese History*, and *Basic Principles of Marxism*, so as to expand the content into multidimensional theoretical exploration.

From a political science perspective, it is necessary to explore "The Historical Origins of the Shuikoushan Workers' Movement and Chinese Modernization" — the fairness and justice pursued by the workers' movement a century ago, as well as the principle of being masters of their own affairs, have profound intrinsic connections with the people-first principle and common prosperity inherent in today's Chinese modernization. From a sociological perspective, we should analyze "The Shuikoushan Workers' Movement Spirit and the Construction of New-Era Industrial Workers" — the qualities of the Shuikoushan miners as "the most agile and

disciplined" are precisely the spiritual traditions that need to be carried forward in today's efforts to build a knowledgeable, skilled, and innovative industrial workforce. From a historical perspective, we should study "The Historical Significance of the Eight Hundred Miners Marching to Jinggangshan" — this remarkable feat reflects the leading role of the working class in the Chinese revolution and provides an important case for understanding the uniqueness of the Chinese revolutionary path.

Meanwhile, it is crucial to integrate historical resources with contemporary issues. Vivid case studies should be carried out by combining major themes of the new era such as "ensuring the security of the national industrial chain" and "high-quality development". Known as the "World Capital of Lead", Shuikoushan has made remarkable contributions to the industrial construction of New China. Today, Shuikoushan Nonferrous Metals Group continues to make breakthroughs in independent innovation; its self-developed "Shuikoushan Lead Smelting Method" has won the National Science and Technology Progress Award, and the technological upgrading and green transformation of the Kangjiawan Mine exemplify the vivid practice of the new development philosophy. These cases vividly demonstrate that the Shuikoushan Workers' Movement Spirit remains vibrant in the new era, with its traditions of "hard work and pioneering spirit" being transformed into a tangible force driving high-quality development.

In terms of content expansion, students should be encouraged to engage in academic research and practical innovation. Support should be provided for students to conduct oral history collection, archive sorting, and academic paper writing on the history of the Shuikoushan Workers' Movement. They should be guided to extract entrepreneurial wisdom from the workers' movement spirit to provide historical references for rural revitalization and community governance. Practical activities such as volunteer interpretation, exhibition design, and research course development at the Shuikoushan Workers' Movement Memorial Hall should be organized. Through the deep integration of theoretical inquiry and contemporary reflection, students can gain ideological enlightenment and find guidance for action in their study of the Shuikoushan Workers' Movement Spirit, transforming spiritual awareness into concrete actions to serve the country and the people.

3.5. The Logical Structure of Multidimensional Interwoven Content Genealogy

The content design across these four educational stages forms a multidimensional narrative spectrum interwoven through the framework of "narrative thread—knowledge thread—theory thread—practice thread". The narrative thread maintains continuity while highlighting stage-specific characteristics: concrete storytelling in primary education, contextual analysis in junior high school, critical evaluation in senior high school, and research-driven innovation in higher education,

collectively constructing a progressive narrative system. The knowledge thread evolves from character narratives to event organization, advancing from historical context to theoretical logic, which reflects the deepening and expansion of knowledge. The theory thread progresses from sensory perception to value judgment, and from historical patterns to contemporary relevance, embodying the refinement and innovation of theories. The practice thread bridges classroom learning with social engagement, internalizing knowledge through external actions, which embodies the educational pursuit of integrating knowledge with practice.

The core feature of this content framework lies in its "spiral progression": the same theme recurs at different depths across various educational stages, yet each recurrence transcends mere repetition and achieves a higher level of reflection. For instance, the theme of "unity" is explored from distinct perspectives at each stage: primary school students experience the warmth of solidarity through the "Story of a Bowl of Congee"; junior high school students comprehend the power of unity through the "Organization of the Workers' Supervision Team"; senior high school students grasp the principles of unity through the "Worker-Peasant Alliance"; and university students contemplate the contemporary value of unity through the "Construction of Industrial Workers' Teams". This design not only avoids cognitive fatigue caused by repetitive content but also prevents knowledge gaps resulting from discontinuous teaching, ensuring that the education of the Shuikoushan Workers' Movement Spirit permeates the entire growth process of students and generates a progressive, spiraling educational impact.

4. Teacher Collaboration: Cultivating a Tripartite Teacher Team of "Teaching and Research Community—Teaching Collaboration—Development Consortium"

The key to integrating the Shuikoushan Workers' Movement Spirit into the integrated ideological and political education system across all educational levels lies in teachers. As organizers of teaching activities, interpreters of spiritual values, and implementers of educational goals, the professional competence and collaborative skills of ideological and political educators directly determine the effectiveness of this integration（Xiao, R., & Fu, X. F. ,2022）. However, for a long time, teachers across different educational stages have operated in silos: primary school teachers lack an understanding of secondary school curricula, secondary school teachers are unaware of the depth of university-level teaching, and university teachers are unfamiliar with primary school teaching methods. These inter-level faculty barriers severely hinder the realization of integrated educational functions. Integrating the Shuikoushan Workers' Movement Spirit requires multidisciplinary knowledge spanning history, politics, and culture, which necessitates coordinated efforts among teachers across different educational stages and close collaboration between schools and social organizations. Therefore, it is essential to break down

barriers between educational levels and campus walls, establishing a tripartite teacher team consisting of "teaching-research communities, teaching collaboration bodies, and development alliances" to provide solid talent support for integrated construction.

4.1. Building an Integrated Teaching and Research Alliance, Creating a Teaching and Research Community of Joint Research and Sharing

The teaching-research community（Wang, W. H. ,2026） serves as the foundational platform for faculty collaboration, with its core mission being to bridge educational stages and facilitate regular communication and in-depth cooperation among teachers across different academic levels. Currently, ideological and political education teachers in primary, secondary, and higher education institutions lack effective communication mechanisms. Primary school teachers are unaware of what is taught in junior high schools, junior high school teachers are unclear about high school curricula, and high school teachers have no knowledge of university-level content. This information asymmetry leads to redundant or disconnected teaching materials. Establishing an integrated teaching-research alliance represents a systematic solution to this issue（Zhang, D. A., & Huang, L. H. ,2024）.

Specifically, the initiative could involve establishing the "Shuikoushan Workers' Movement Spirit Integration into Ideological and Political Education Teaching Alliance" through collaboration between regional university Marxist colleges, primary and secondary schools in Changning City, and the Shuikoushan Workers' Movement Memorial Hall. The alliance would leverage the academic strengths of institutions such as Hunan Polytechnic University and Hunan High-Speed Railway Vocational College in theoretical research and faculty development, while the Changning Education Bureau and local schools would contribute frontline teaching experience and student data. The memorial hall, with its rich historical artifacts and professional guides, would provide resources and practical platforms. This tripartite collaboration would create a teaching community characterized by complementary strengths and shared resources.

In terms of organizational structure, a fully operational "Research Center for Integrating the Spirit of the Shuikoushan Workers' Movement into Ideological and Political Education" can be established. The center will be located at the Shuikoushan Workers' Movement Memorial Hall or a university's School of Marxism, staffed with full-time or part-time researchers responsible for strategic planning, research projects, resource development, and teacher training. The center will regularly organize cross-level collective lesson planning sessions—conducting at least two full-staff meetings per semester to discuss common themes (e.g., "The Shuikoushan Workers' Movement and Party Leadership"). Primary school teachers will share storytelling techniques, junior high school teachers will explore event analysis methods, high school teachers will study pattern-based teaching

approaches, and university teachers will exchange practical implementation strategies. Through these discussions, the teaching boundaries and connections across educational levels will be clarified.

The center will also facilitate collaborative lesson refinement—organizing teachers from different grade levels to jointly develop teaching designs for the same content, ensuring progressive depth rather than redundant repetition. Additionally, the center will lead the development of a teaching resource repository—integrating outstanding lesson plans, courseware, videos, and case studies from all levels to create the "Shuikoushan Workers' Movement Spirit Teaching Resource Cloud Platform," enabling resource sharing and dynamic updates. Through the construction of teaching-research communities, educators across different grade levels will transition from "working in silos" to "collaborative problem-solving," moving beyond isolated efforts toward unified educational goals.

4.2. Innovate Collaborative Teaching Mechanism and Build a Teaching Cooperation Body with Complementary Advantages

The teaching collaboration framework serves as a practical model for faculty synergy, whose core function is to achieve complementary strengths and collaborative education across different academic stages and teacher types in real teaching scenarios（Xu, X. Z., Zheng, S. X., & Han, G. S. ,2022）. The multifaceted nature of the Shuikoushan Workers' Movement Spirit makes it challenging for a single educator to take on all teaching responsibilities. Ideological and political education teachers excel in theoretical interpretation but may lack an intuitive understanding of the specific details of the workers' movement; museum guides are well-versed in historical narratives but may lack pedagogical expertise; while descendants of revolutionary pioneers possess emotional warmth but may lack teaching experience. Innovating collaborative teaching mechanisms aims to organically integrate these diverse resources, thereby forming a cohesive educational force.

First, promote the co-teaching model. Outstanding docents from the Shuikoushan Workers’ Movement Memorial Hall are invited into the classroom to teach together with ideological and political course teachers. Docents are responsible for narrating vivid stories of the Shuikoushan Workers’ Movement, displaying precious cultural relics, and restoring historical scenes, while ideological and political course teachers undertake theoretical enhancement, value guidance, and interactive discussion. For instance, when teaching “organizational discipline of the workers’ inspection teams” at the junior high school stage, docents can recount how the workers’ inspection teams patrolled day and night and defended the achievements of the strike, and ideological and political course teachers can guide students to reflect on the importance of organizational discipline for collective causes. Meanwhile, descendants of revolutionary pioneers and contemporary model workers and artisans can be invited as part-time teachers. Descendants of Comrade

Geng Biao, descendants of martyr Song Qiaosheng, and national model workers from Shuikoushan Nonferrous Metals Group can all serve as vivid teaching resources. By narrating stories of Shuikoushan from the perspective of witnesses or inheritors, they present unique appeal and persuasiveness.

Second, explore cross-stage collaborative teaching through a "relay instruction" model. Centered on the core theme of the Shuikoushan Workers' Movement Spirit, educators from primary, secondary, and tertiary institutions participate in teaching seminars where they adopt different approaches to the same lesson, followed by a relay-style teaching session on the same topic. For instance, under the theme "Worker-Peasant Alliance and the Mass Line," primary school teachers might present "The Story of the Yuebei Peasants' Union Assisting Farmers," junior high school teachers could discuss "The Process of Liu Dongxuan and Xie Huaide Establishing the Worker-Peasant Alliance," senior high school teachers might elaborate on "Mao Zedong's *Report on the Peasants' Movement in Hunan* Based on His Research in Yuebei," while university teachers could explore "From Worker-Peasant Alliance to Rural Revitalization: The Contemporary Legacy of the Mass Line." This relay approach allows students to experience the progressive depth of learning across different educational stages while helping teachers from various levels clarify their teaching roles through mutual observation.

Third, promote the collaborative development of digital resources on the revolutionary heritage（Zhu, X. T., & Lü, N. ,2025）. Building on Hunan High-Speed Railway Vocational College's successful VR panoramic exhibition initiative, encourage cross-level teams to jointly create digital teaching materials about the Shuikoushan Workers' Movement. College students will be responsible for technical support and content planning, secondary school students will collect historical materials and write scripts, while primary school students will participate in voice acting and role-playing, with professional guidance from the memorial hall. This cross-school collaboration model not only produces high-quality digital resources but, more importantly, enables teachers and students to deeply understand the Shuikoushan Workers' Movement Spirit through the creative process. By establishing teaching collaboration frameworks, educators from diverse backgrounds can transition from "going it alone" to "working together," collectively composing an educational symphony.

4.3. Implementing Integrated Training and Fieldwork Training to Forge a Development Consortium of Unity of Knowledge and Action

The teacher consortium represents an advanced form of collaborative pedagogy, whose core mission is to enhance educators' capacity to transform revolutionary heritage into teaching resources through sustained professional development, thereby ensuring the sustainable growth of the teaching workforce. To fully integrate the Shuikoushan Workers' Movement Spirit into teaching, educators must

not only possess solid theoretical foundations but also demonstrate a profound understanding of Shuikoushan's historical and cultural context, along with a genuine appreciation for the movement's ethos. Such competencies cannot be acquired through desk-bound reading alone; they require immersive professional development programs to be effectively cultivated.

First, regularly organize ideological and political education teachers from primary, secondary, and tertiary institutions to conduct immersive field research and specialized training at Shuikoushan. The "Tracing the Footsteps of the Workers' Movement" thematic itinerary includes: visiting the Shuikoushan Workers' Movement Memorial Hall to experience the hardships of miners working in dark, damp tunnels; exploring Kangjiawan Mine to appreciate the technological advancements and the spirit of industrial workers in modern mining; revisiting the Tongzishan Revolutionary Base Site to commemorate the historic feat of 800 miners marching to Jinggangshan; and touring Shuikoushan Nonferrous Metals Group to learn about the green transformation and innovative development of this century-old mining enterprise. At each site, veteran miners, corporate leaders, and Party history experts provide on-site instruction, enabling teachers to deepen their understanding of the Workers' Movement Spirit through dialogue with history and contemporary realities.

Second, design experiential training programs to enhance teachers' intuitive understanding of the Workers' Movement Spirit. Drawing on Changsha Medical University's "Five Ones" practical teaching approach, we organize the following activities: Sing a red song—learning to perform "The Workers' Song" from the Shuikoushan Workers' Movement era; Share a red story—each teacher prepares and shares a story related to the Shuikoushan Workers' Movement; Draw a memorial hall floor plan—deepening understanding of the exhibition through hand-drawing; Volunteer service—providing guided tours for visitors to the memorial hall; Collect materials—gathering folk memories or historical documents related to the Shuikoushan Workers' Movement. These experiential activities transform teachers from passive observers into active participants, and from knowledge recipients into spiritual experiencers.

Third, establish a teacher development portfolio and a tracking cultivation mechanism. For participating teachers, professional development portfolios should be created to document their growth trajectory in teaching the Shuikoushan Workers' Movement Spirit. Promising young teachers may be included in the "Seed Teacher" cultivation program, which provides them with more learning opportunities and demonstration platforms. Regular activities such as teaching competitions, paper evaluations, and exemplary case collections should be organized to stimulate teachers' research enthusiasm and creativity. A mentorship mechanism should be established between university teachers and primary/secondary school teachers: university teachers provide theoretical support

and academic guidance, while primary/secondary school teachers offer practical teaching experience and student feedback, creating a virtuous cycle of mutual promotion and shared growth.

Finally, establish a diversified evaluation and incentive mechanism. Incorporate teachers' participation in integrated teaching research, collaborative instruction, and professional development into their performance evaluation and promotion criteria to motivate their intrinsic motivation. Teachers who make outstanding contributions to integrating the Shuikoushan Workers' Movement Spirit into ideological and political education should be recognized and rewarded, with exemplary models established. Through the development of collaborative teaching consortia, teachers will transition from passive participants to active learners, and from temporary learners to lifelong learners, thereby providing a sustainable talent pool for the continuous integration of the Shuikoushan Workers' Movement Spirit into ideological and political education.

4.4. The Internal Logic of the Three-in-One Faculty Collaboration

The tripartite framework of "teaching-research community—teaching collaboration—development consortium" in teacher team development embodies the inherent logic of faculty synergy progressing from superficial to in-depth and from isolated to comprehensive. The teaching-research community serves as the foundation: integrated research alliances address knowledge gaps, enabling cross-level teachers to build mutual understanding and reach consensus. Teaching collaboration forms the core: by leveraging collaborative teaching mechanisms to resolve practical implementation challenges, it fosters coordinated efforts and complementary strengths among educators. The development consortium provides the guarantee: through sustained professional development programs that enhance teachers’ competencies, it ensures their continuous growth and professional advancement. These three components reinforce each other, forming a cohesive faculty synergy system that advances in a progressive manner.

The ultimate objective of this system is to cultivate a team of ideological and political education teachers who are politically astute, emotionally grounded, innovative in thinking, broad-minded, self-disciplined, and ethically upright. These educators will become steadfast believers, active promoters, and exemplary practitioners of the Shuikoushan Workers' Movement Spirit. Only when every teacher deeply understands the intrinsic value of this spirit, accurately aligns their teaching with the specific characteristics of their educational stage, collaborates seamlessly with colleagues across different levels, and creatively transforms revolutionary resources into educational assets, can the goal of integrating the Shuikoushan Workers' Movement Spirit into the unified ideological and political education framework across all educational stages be truly realized. This will lay a solid foundation for the generational transmission of the revolutionary legacy.

5. Epilogue

The Shuikoushan Workers' Movement Spirit embodies the historical awakening of "labor's sacredness" and the revolutionary feat of "800 miners marching to Jinggangshan." Its tenacious spirit of perseverance, unbreakable solidarity, and selfless dedication are consistent with the spiritual lineage of Chinese Communists, serving as a precious red resource for moral education in the new era. Integrating this spirit into the unified ideological and political education system across primary, secondary, and higher education institutions is not only a contemporary imperative for inheriting the red gene but also an inherent need for reforming and innovating ideological and political education. Grounded in educational principles and students' cognitive development rules, this study systematically constructs an integration pathway from three dimensions—goal stratification, content coherence, and faculty collaboration—thereby providing a practical framework for the educational transformation and application of the Shuikoushan Workers' Movement Spirit.

The integration of the Shuikoushan Workers' Movement Spirit into ideological and political education requires coordinated efforts from universities, local communities, and educational authorities. Marxist colleges should take the lead in providing theoretical guidance, while primary and secondary schools must explore practical and context-appropriate teaching approaches. The Shuikoushan Workers' Movement Memorial Hall should enhance its resource support capacity by optimizing historical materials and professional services, and education authorities must strengthen overall coordination and institutional safeguards to ensure the smooth advancement of integration work. Only through a sound collaborative framework—characterized by aligned goals, interconnected content, shared faculty resources, and integrated resource pooling—can the red legacy be passed down from generation to generation（Wang, H. M., & Lin, L. Y. ,2025）.

This integration will bring the Shuikoushan Spirit from the depths of history into modern classrooms, transform the transmission of historical knowledge into the guidance of core values, and ultimately shape the spiritual foundation and conscious actions of the new generation, inspiring them to forge ahead with determination and dedicate themselves to serving the nation and the people.

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