

The Integration and Practice of Ideological and Political Courses and Red Education in Subject Teaching

Shizheng Li, Changle Wu, Mu Xu*

Liaocheng University, Liaocheng, 252000, China

*Corresponding author: 59568704@qq.com

Keywords: Ideological and Political Education, Integration, Subject Teaching, Practical Effects

Abstract: This paper takes the "Red Youth Journey" project in Liaocheng City as an example to explore the integration and practice of ideological and political education in the curriculum and red education in subject teaching. Firstly, the paper analyzes the connotations and discourses of ideological and political education, clarifying the basic concepts of both. Next, by discussing the integration background of ideological and political education, the inherent driving forces behind their integration are deeply explored. Subsequently, the paper elucidates the purposes and advantages of integration, revealing the mutually reinforcing educational effects. After a detailed discussion of the organic integration of ideological and political education with red education, the paper takes the project at Liaocheng University as a case study to thoroughly investigate their organic integration effects in practice. Finally, the paper summarizes the difficulties encountered in project practice and proposes corresponding solutions, providing insights and references for the organic integration of ideological and political education with red education in subject teaching.

1. Introduction

Ideological and political education and red education, as important theories and practices in the field of education, play crucial roles in cultivating students' ideological and moral qualities and sense of social responsibility. To better achieve the organic integration of these two aspects, it is not only conducive to enhancing the depth and breadth of subject teaching but also beneficial for fostering the comprehensive development of students. This paper, using the "Red Youth Expedition" project in Liaocheng City as an example, thoroughly investigates the integration and practice of ideological and political education and red education in subject teaching, aiming to provide experiential guidance for similar projects.

2. Connotation and Discussion of Ideological and Political Education in the Curriculum

2.1. Connotation of Ideological and Political Education in the Curriculum

"Curriculum Ideological and Political Education" embodies the concept and practice of integrating

ideological and political education organically into the teaching content and process of various levels and types of educational courses. This philosophy aims to cultivate students' correct ideological and political views, moral values, and social responsibility. By imparting professional knowledge and emphasizing comprehensive quality education, students are equipped with a solid foundation in their professional fields, while also addressing moral qualities and social responsibility.

2.2. Discussion of Ideological and Political Education in the Curriculum

In realizing the connotation of ideological and political education in the curriculum, the key lies in the organic integration of ideological and political education with disciplinary knowledge. This integration goes beyond simple indoctrination of ideology; it involves incorporating Marxist principles throughout various courses to help students better understand and apply ideological and political theories within their academic disciplines. This organic fusion not only injects ideological and political elements into the teaching of disciplinary knowledge but also permeates the ideological and political education within the disciplinary context, naturally shaping students' correct ideological perspectives. Therefore, the core of curriculum ideological and political education is to ensure the organic integration of ideological and political education with disciplinary knowledge, enabling students to gain a deeper understanding of ideological and political theories within their academic studies and enhancing their comprehensive qualities. [1]

To achieve the goals of curriculum ideological and political education, educators should focus on fostering students' innovation awareness, teamwork spirit, and social responsibility in curriculum design. This involves not only imparting professional knowledge but also emphasizing the cultivation of comprehensive qualities beyond the disciplinary scope. Additionally, diverse teaching methods should be employed to stimulate students' thinking, innovation, and practical abilities. Through diversified teaching approaches, curriculum ideological and political education can comprehensively develop students both in terms of knowledge and ideology. This holistic educational philosophy equips students with the ability to adapt to society during their growth, laying a solid foundation for their future social roles.

3. Connotation and Overview of Red Education

3.1. Connotation of Red Education

Red education is an educational philosophy that emphasizes revolutionary traditions, promotes revolutionary spirit, and nurtures students' patriotism and socialist ideological awareness within the education system. This educational system typically incorporates revolutionary history, heroic deeds, and socialist core values into the curriculum, aiming to guide students in a profound understanding of the importance of revolutionary history and cultivate their love and sense of responsibility for the socialist cause.[2]

3.2. Discussion of Red Education

The significance of red education lies not only in inheriting and promoting revolutionary traditions but also in cultivating students' patriotic sentiments. Through in-depth knowledge of national history and learning the contents of patriotic education, students gradually develop profound emotions towards their homeland, thereby enhancing their sense of responsibility towards the country and its people. This patriotism is not just an emotional expression but also an effective means of inspiring students to be positive, upward-striving individuals. Simultaneously, red education emphasizes the reinforcement of socialist core values, guiding students to establish correct life views, value systems,

and worldviews. This helps shape students into positive, upward-striving individuals, fostering a good socialist moral atmosphere.

In terms of cultivating revolutionary spirit, red education is committed to instilling in students qualities such as firm ideals, selfless dedication, and a sense of responsibility to serve the people. These qualities are essential for the basic qualities that builders and successors of socialist construction should possess. Through the organic integration of red education, students can better understand and practice these values. Moreover, red education emphasizes innovation as a vital force driving social development, encouraging students to possess innovative thinking and practical abilities in their learning and practices. This not only aligns with the requirements of the times but also helps students better adapt to social changes and development. [3]

Finally, red education allows students to experience revolutionary history firsthand, participate in various social practices, and break through temporal and spatial barriers. This makes abstract history more vivid and helps students gain a deeper understanding of the hardships of revolution and the profound significance of socialist construction. Such an educational approach not only inherits the glorious history of the past but also provides students with opportunities to actively participate in social construction, allowing them to deeply experience and understand the essence of socialism during their growth. As a comprehensive educational form, red education provides an effective educational pathway for cultivating a new generation of youth with a high sense of social responsibility and innovation.

4. Integration Background of Ideological and Political Education in the Curriculum with Red Education

4.1. Demands of the New Era

China in the new era is facing a new stage of socialist construction, necessitating a heightened focus on the cultivation of ideological and political perspectives in the new generation of youth. The educational system needs to be more flexible in adapting to the needs of social development, guiding students to have a correct understanding of history and fostering their love and sense of responsibility for the country and socialist causes. The background of the new era requires a deeper integration of socialist core values, making them an indispensable part of students' growth processes. [4]

4.2. New Requirements for Ideological and Political Work

In the face of rapid social changes and the swift development of knowledge, a new round of ideological and political work demands higher standards. The traditional model of ideological and political education appears singular and outdated, necessitating a closer integration with disciplinary knowledge to make ideological and political education more contemporary and aligned with the practical needs of students. This plays a positive role in promoting innovation and enhancement in ideological and political work. Considering these factors, the integration of curriculum ideological and political education with red education is seen as an effective way to adapt to the demands of the new era and promote comprehensive quality education. This background places a greater emphasis on cultivating students' comprehensive qualities, including correct ideological perspectives, social responsibility, patriotism, and revolutionary spirit.

5. Purpose of Integrating Ideological and Political Education in the Curriculum with Red Education

5.1. Comprehensive Cultivation of the New Generation

The primary goal of integrating curriculum ideological and political education with red education is to comprehensively cultivate the new generation adapted to the requirements of the new era. This goal is achieved by incorporating ideological and political education into various subjects, enabling students to comprehensively imbibe the socialist core values in the study of their professional disciplines. The result is a new generation equipped not only with professional knowledge but also with well-rounded development in ideological perspectives and social responsibility, laying a solid foundation for their roles as builders and successors of the nation. [5]

5.2. Promoting the Integration of Disciplinary and Humanistic Aspects

The integration of curriculum ideological and political education with red education helps promote the integration of disciplinary and humanistic aspects, thereby enhancing the content of disciplines. Achieving this goal means not only emphasizing the imparting of professional knowledge but also highlighting aspects such as humanistic care and social responsibility. The integration of disciplines and humanistic elements allows students to develop their personal qualities comprehensively while studying their professional disciplines, becoming professionals with both technical expertise and a strong sense of social empathy. By incorporating red education into the disciplinary system, students will not only undergo training in professional knowledge but will also form firm ideological beliefs and social responsibility, making them better suited to the developmental needs of the times. This comprehensive educational goal aims to cultivate a new generation with outstanding professional competence, good humanistic qualities, and a strong sense of social responsibility. Through the organic integration of curriculum ideological and political education with red education, students receive spiritual guidance in their disciplinary studies, shaping positive and upward-striving characters, and laying a solid foundation for future social practices. This aligns with the strategic goal of nurturing socialist builders and successors with all-around development in morality, intelligence, physique, and aesthetics, providing strong support for the overall improvement of students' comprehensive qualities.

6. Integration Methods of Ideological and Political Education in the Curriculum with Red Education

6.1. Design of Red-themed Courses

One key aspect of integrating ideological and political education in the curriculum with red education is through the design of red-themed courses, delving deeply into topics such as red history and revolutionary traditions. Such course designs enable students to have a more comprehensive exposure to and understanding of red culture. Through systematic learning, students gain a deeper cognitive grasp of the essence of red culture, laying a solid foundation for their profound integration into the ideological system of socialist core values.

6.2. Infusion of Red Elements into Disciplinary Knowledge

Integrating red elements organically into various disciplinary courses imparts greater vitality to disciplinary knowledge. This not only enhances the practicality of disciplinary education but also

stimulates students' interest in both their professional disciplines and red culture. This integration extends beyond static knowledge transfer to a focus on cultivating students' continuous deepening understanding of the essence of red culture within their professional domains.

6.3. Field Trips, Case Studies, and Storytelling

On the practical front, organizing field trips and experiential activities, as well as incorporating red cases and stories, allows students to deeply appreciate the historical heritage of red culture through firsthand participation. This practical approach not only helps students bridge theory and practice but also encourages them to immerse themselves more profoundly in the spirit of red culture, enhancing their perception and identification with it.

6.4. Themed Class Meetings, Discussions, and Comprehensive Practical Projects

Student-participatory themed class meetings, discussions, and the design of comprehensive practical projects are crucial avenues for enhancing students' understanding and experiential learning in red education. Through free discussions and hands-on experiences, students become more deeply immersed in red education, fostering a sense of responsibility and identification with the red spirit. This form of activity achieves a deep penetration of red education into the hearts and minds of students.

6.5. Integration into Moral and Ethical Education

Incorporating red elements into moral and ethical education emphasizes the cultivation of students' sense of social responsibility and teamwork. This not only integrates the core values of red culture into the entire process of students' character development but also nurtures new-era talents with a heightened sense of social responsibility. Through the mutual infiltration of moral and ethical education with red education, students form a stronger foundation of steadfast ideological beliefs and social responsibility. In this comprehensive and profound educational process, students not only experience improvement in disciplinary knowledge but also cultivate positive and patriotic character and sentiments guided by the principles of red culture.

7. Practice Effects of the "Red Youth Expedition" Project in Integrating Ideological and Political Education with Red Education

The "Red Youth Expedition" project has successfully achieved significant practical results by seamlessly integrating ideological and political education with red education. The project employed various innovative methods during the teaching process, creating a positive learning atmosphere and demonstrating tangible effectiveness.

Firstly, the use of competitive and game-like teaching provided students with a relaxed and enjoyable learning environment. Organizing activities such as red culture knowledge quizzes and storytelling competitions sparked students' interest and enthusiasm for learning. This competitive learning approach not only kept students focused on learning red culture but also fostered their continuous growth through competition.

Secondly, the project utilized a flipped and entertaining education model, allowing students to resonate with and identify with the content. By approaching red culture from the students' perspective, the project facilitated a better understanding and emotional connection to the stories and experiences behind red culture. This teaching method not only enhanced students' profound understanding of red culture but also cultivated their emotional identification with it.

Practical application of red culture was another highlight of the project. Students were not confined to classroom learning but were able to apply red culture in real-life situations. Organizing visits to red tourist attractions and engaging in practical activities related to red culture allowed students to deeply experience the charm of red culture in practical situations, enhancing their cultural confidence.

Finally, the project emphasized the dissemination of red culture, encouraging students to spread the knowledge they gained to a wider audience. This helped expand the influence of red culture, making more people aware of and aligned with the values of red culture. Through active dissemination by students in society, the project achieved widespread promotion of red culture.

In summary, the "Red Youth Expedition" project not only cultivated cultural confidence and patriotism among individual students but also contributed to the inheritance and development of red culture at the societal level. This project experience provides valuable insights for similar explorations and serves as a successful practical example for further promoting the integration of ideological and political education with red education.

8. Difficulties Encountered and Strategies Employed in Project Implementation

8.1. Conservative Teacher Attitudes: Challenges and Solutions

In the implementation of the "Red Youth Expedition" project, some teachers displayed conservative attitudes towards the new teaching model, possibly due to the dominance of traditional classroom teaching methods in their teaching experience. This conservative attitude posed a challenge to the project's progress.

To address this issue, the project adopted the strategy of enhancing teacher training and guidance. Firstly, through organizing specialized training, the project provided teachers with in-depth introductions to new teaching philosophies, methods, and case studies, aiming to help them better understand and gradually accept the new teaching model. This included detailed explanations of the integration of ideological and political education with red education and practical methods for seamlessly combining the two in teaching.

Additionally, regular teaching feedback and exchange meetings were introduced, providing teachers with a platform to share practical experiences and collaboratively solve problems. In these meetings, teachers could exchange insights, share positive outcomes, and discuss challenges faced in the integration of teaching methods. Through such interactions, teachers gradually recognized the importance of the integration of ideological and political education with red education for the comprehensive qualities of students, strengthening their sense of acceptance for the new teaching model.

These strategies not only helped change teachers' conservative attitudes but also progressively encouraged them to better integrate the teaching philosophy of the project, providing students with a more comprehensive educational experience. Through these efforts, the project successfully addressed the challenge of conservative teacher attitudes, promoting the organic integration of ideological and political education.

8.2. Challenges in Teaching Content Design: Innovation and Deepening

In the implementation of the project, the project team faced challenges in attracting students, especially in successfully integrating red culture into teaching content. To overcome this issue, the project adopted the strategy of in-depth research and exploration of red culture resources. By conducting detailed investigations and analyzing content related to red history and revolutionary traditions, the project team ensured a profound understanding of the essence of red culture. This allowed for more targeted design of teaching content, making it more appealing to students.

On the other hand, the project emphasized discovering attractive elements within red culture. By exploring touching stories, heroic figures, and the spiritual essence of red culture, the project successfully incorporated these elements into the curriculum design. This strategy allowed students to resonate and become interested in the learning process, making red culture more approachable and compelling.

Innovative educational methods and technologies became key to solving the problem. By introducing advanced educational technologies, the project utilized multimedia and virtual reality to present teaching content related to red culture, helping students better understand and accept knowledge through interactivity and entertainment. Designing interesting classroom activities such as role-playing and group cooperation also inspired students to participate more actively in the learning process, effectively kindling their interest in red culture.

Through these strategies, the project successfully overcame the challenge of attracting students, making red culture deeply ingrained in the educational process. Students not only benefited intellectually but also developed a profound emotional connection with red culture, leading to significant success within the entire project.

8.3. Lack of Educational Resources: Optimization and Enrichment

Facing the challenge of relatively scarce educational resources in certain regions, the "Red Youth Expedition" project implemented a series of strategies to optimize and enrich the curriculum system. Firstly, by integrating existing red culture teaching materials, the project team designed content more aligned with students' learning needs and interests, ensuring the maximization of educational resources. This measure not only increased the effectiveness of teaching but also better catered to students' requirements for disciplinary learning.

Simultaneously, the project sought external resource cooperation actively to compensate for the lack of educational resources in the region. Establishing connections with museums, red culture research institutions, and other entities allowed students to access a more extensive and in-depth range of learning resources. This collaboration not only expanded the project's educational resource scope but also provided students with a richer learning experience, allowing them to gain a more comprehensive understanding and appreciation of the essence of red culture.

By optimizing and enriching the curriculum system, the project successfully addressed the issue of limited educational resources, offering students a more diverse and in-depth learning path. This strategy not only yielded significant results in project implementation but also served as a feasible model for similar projects conducted in resource-scarce environments.

Through strategies targeted at teacher attitudes, teaching content design, and educational resource challenges, the project effectively formulated corresponding solutions. These solutions not only demonstrated significant efficacy in practice but also provided valuable experiential references for future projects of a similar nature. In the process of advancing the organic integration of ideological and political education with red education, continuous summarization of experiences and innovative problem-solving methods remain crucial for the ongoing development and enhancement of projects.

9. Conclusion

Through an in-depth study of the "Red Youth Expedition" project in Liaocheng City, this paper comprehensively explores the integration and practice of ideological and political education with red education in subject teaching. The paper clearly defines the connotations of both, thoroughly analyzes the background, purposes, and advantages of their integration, proposes organic integration methods, and illustrates the practical effects through a case study. Simultaneously, it summarizes the difficulties encountered in project implementation and proposes corresponding solutions. This research provides

reference and inspiration for the design and implementation of similar projects in the future, contributing to the deeper integration of ideological and political education with red education in subject teaching.

Acknowledgement

New Exploration of Red Education in—Ideological and Political Education and Bilingual Mode
No. CXCY2023035.

References

- [1] Gong Xuanxuan. *The theoretical foundation and practical path of collaborative education of red education and labor education in colleges and universities*[J]. *Western Quality Education*. 2023, 9(01): 37-40.
- [2] Liu Qingqing. *Analysis of the integration of red education into ideological and political classrooms from the perspective of curriculum reform*[J]. *University*. 2021(49): 151-153.
- [3] Gong Haixia. *Shaping red new individuals with red education*[J]. *Chinese Moral Education*. 2021(12): 59-62.
- [4] Chen Yingjie. *Exploration of the combination of ideological and political education and red tourism resources in the curriculum*[J]. *Tourism and Photography*. 2022(08): 102-104.
- [5] Sun Jie. *Application exploration of local red culture integrated into ideological and political courses in vocational colleges*[J]. *Educator*. 2023(40): 70-71.