

Exploring Strategies for Cultivating Red Cultural Literacy among Teachers of Civic Studies in the New Era

¹Nan Jia, ²Jun Zhang and ³Hongfang Jia,

^{1,3}School of Marxism, ²School of Electrical and Information Engineering;

^{1,2,3}Liaoning Institute of Science and Technology, Benxi, China

Abstract: Red culture is an important part of traditional Chinese culture and has played an irreplaceable role in China's revolution and construction. Teachers of ideology and politics in higher education are responsible for passing on the traditional culture of the Chinese nation, and their knowledge of red culture has a profound impact on the growth and development of students. For teachers of ideology and politics in colleges and universities, they must continue to accumulate knowledge of red culture, actively participate in red culture practice and improve their ability to disseminate red culture and research, so that they can better play the function of ideological and political education. In order to continuously improve their red culture literacy, teachers of Civics need to establish the concept of lifelong learning, read and study more red classics, and combine red culture teaching with the times, and continuously explore the path of improving red culture literacy.

Keywords: *New Era; Civics; Teacher Literacy; Red Culture.*

I. THE MEANING OF RED CULTURE LITERACY AMONG TEACHERS OF HIGHER EDUCATION CIVICS COURSES

Red culture refers to the specific cultural spirit and ideology expressed by the Communist Party of China in leading the people of all ethnic groups throughout the country during its long-term revolutionary and construction practices to promote social and historical development and liberate and benefit the people. Red cultural literacy refers to the cultural consciousness gradually formed through the immersion and accumulation of red culture, which is expressed in some aspects such as people's way of thinking, value orientation and behaviour. ^[1]Only when ideological and political teachers in colleges and universities have a deep red cultural literacy can they give better play to the educational function of red culture and promote the all-round development of college students. The red cultural literacy of ideological and political teachers is mainly reflected in some aspects as follows.

One is the ability to recognise red culture. Red culture contains the spirit and will of the Chinese people in their struggle against foreign invasion and feudal oppression, and also contains the history of the Chinese people's endless struggle over thousands of years, which is an inexhaustible source of strength. ^[2]In ideological and political education, students should make full use of these red resources so that they can continue to experience and understand the essence of red culture and gain the power of struggle from it. Red cultural resources are diverse and rich, and in order to gain a deeper understanding of red cultural knowledge, it is necessary to get more in touch with red cultural content and combine it with practice to deepen the understanding of red culture.

The second is the ability to disseminate red culture. For teachers to have the ability to disseminate red culture, it is essential to inculcate relevant theories in their students. As the great proletarian revolutionary Lenin said, "Socialist consciousness is not a content that arises spontaneously in the midst of struggle, but requires the influence of an external system." ^[3]This requires teachers in colleges and universities to be able to transmit the spirit of red culture to their students, so that through theoretical explanations and personal demonstrations, university students can truly feel the power of red culture. In the red culture environment created by teachers, students can absorb more nutrients and effectively integrate red culture into their own behaviour. Through specific teaching activities, teachers are able to tap into red cultural resources, use cultural communication vehicles creatively, combine red culture with teaching practice and gradually extend it beyond the classroom to improve the ability to communicate red culture.

Third is the practical ability of red culture. The practical ability of red culture also refers to the ability of college ideological and political teachers to carry out red culture education. They can effectively combine inside and outside the classroom and lead students to experience in the real society, so that red culture can be integrated into the blood of college students. For example, teachers can organise trips to revolutionary shrines, memorials and museums so that students can experience the spirit of red culture in a real way, so that their hearts will be shaken and their ideals of serving the motherland will be established. As China is rich in red material and cultural resources, ideological and political teachers in colleges and universities should organise visits to these places for on-the-spot teaching to achieve effects that cannot be achieved through classroom teaching. Ideological and political teachers in colleges and universities should have a strong ability to teach on-site practice, to explain to university students the history of the sites and heritage in question, and to be able to actively organise and guide and answer students' questions on the spot.

Fourth, the ability to research red culture. The research ability of red culture means that teachers of ideology and politics, as the main body of red culture dissemination, can have a profound understanding of red material and cultural resources, and have the ability to research and resource mining, to refine and summarize the historical and cultural knowledge, revolutionary spirit and excellent qualities contained in the red cultural heritage, to be able to combine with the development of the times, to explore the realistic meaning of red culture, and to make the red resources The ability to distil and summarise the historical and cultural knowledge, revolutionary spirit and outstanding qualities contained in red cultural heritage, to

combine them with the development of the times, to explore the relevance of red culture, and to make the vitality of red resources better reflected.

II. THE IMPORTANCE OF IMPROVING THE RED CULTURE LITERACY OF COLLEGE CIVICS TEACHERS IN THE NEW ERA

(i) Contribute to the enhancement of students' Red cultural literacy

With the advent of the information society, university students have access to a wider and wider range of information, and are influenced by many fields. In the intricate information among the corrupt and negative content is increasing, in order to well guide university students to establish the correct three views and make due contribution to the future construction and development of the country, it is necessary to play the role of teachers of ideology and politics, and set an example for university students. Red cultural literacy is a good immersion role for Civics teachers, allowing them to form an important understanding of the objective world among their thoughts. By improving the red cultural literacy of university teachers through various means, it is more beneficial for them to integrate red cultural resources in their teaching, combine the existing course content with revolutionary and construction practices, and pass on red culture in a more systematic and structured way. For a long time, university students have not been aware of the ideological and political curriculum and have not been motivated and involved enough in their studies. By helping them to create a good atmosphere of red culture and to integrate red cultural genes into their minds, this will have an irreplaceable effect on their future growth and development.

(ii) It is conducive to promoting the development of Civic Studies teachers themselves

Since the 18th National Congress of the Party, the state has been paying more and more attention to the ideological and political education in colleges and universities, especially emphasizing that students are the successors of the construction of the motherland, and that colleges and universities should establish the concept of "establishing moral education" to promote the all-round development of students.^[4]The teachers of political science in colleges and universities should correctly understand their responsibilities, put the construction of teacher morality and teacher style in the first place, and seriously carry out teaching research and practice. In traditional education, it is the fundamental task to impart knowledge, but with the continuous development of society, the tasks undertaken by education are increasing, especially in the ideological and moral education has higher requirements, this transformation means that teachers need to constantly improve themselves. Teachers of ideology and politics need to take red cultural literacy as their basic literacy, establish firm ideological beliefs, not be moved by bad information from outside, tap into the value and essence of red resources, improve their own ability to use red cultural resources, and forge an excellent red cultural character.

(iii) Contribute to the development of society

Since the reform and opening up, education has been given higher importance, which directly affects the implementation of national development strategies. The quality of education in colleges and universities has gradually become

a hot topic of social concern. Colleges and universities not only cultivate excellent talents for the future socialist construction, but also directly influence the progress and development of society. For university students, they have more and more contact with society, and their behaviour has a huge impact on the social climate and people's ideological understanding. Civics teachers in colleges and universities are responsible for spreading and passing on culture, especially the red cultural literacy they display, which influences the thoughts and behaviours of university students every moment and provides a guarantee for the healthy development of their bodies and minds.

III. THREE PATHS TO IMPROVE THE RED CULTURE LITERACY OF COLLEGE CIVICS TEACHERS IN THE NEW ERA

Red culture contains the genes of truth, goodness and beauty, and is of great value in enhancing national self-confidence and creating a good cultural atmosphere. Ideological and political teachers in higher education must continue to study classic red works, actively participate in the practice of red culture and strengthen the study of red culture in their daily teaching and life, so that they can continuously improve their personal cultivation and better integrate red culture into the teaching of the curriculum, shape the excellent character of university students and guide them to actively participate in the construction of socialism.

(i) Extensive study of red classics

In order to improve their red cultural literacy, Civics teachers in colleges and universities must constantly study classic red works, consolidate their theoretical skills and have an accurate grasp of the essence of classic works. First of all, the Civic and Political Science teachers in colleges and universities should study classic red works. Teachers should be exposed to more classic red works, have an objective understanding of the history of the Party's development and establish cultural self-confidence, especially in the context of diversified social development, they need to seriously study Marxist theory, understand the history of the Party's development and combine it with today's social reality to improve their practical ability, so as to help students shape Only by letting university students truly feel the hardships of the struggle of the Party and the people and the hard-won achievements of today's society can they build up national, self-confidence and pride and play a leading role in all their work. Secondly, they should be exposed to more red cultural resources. Civics teachers should be more in touch with the physical red heritage and go to museums, memorials and old revolutionary areas to really feel the red culture. They should also watch more red films and videos to get a realistic feel of life in the war years through dynamic images and to understand the essence of red culture from more perspectives. Thirdly, Civic Studies teachers need to constantly summarise and reflect on their knowledge of red culture and build up their own knowledge system. Red culture involves a wide range of content, that is, the need to, carefully study Marxist writings, lead students to actively participate in red culture education activities, change the traditional way of teaching and evaluation, and closely integrate ideological and political science class teaching with practice, so as to truly play the role of moral education of red culture. The teachers' red culture literacy is constantly improving, and they can also give

students an example and personal charm, and the good personal qualities they show can drive students to imitate them.

(ii) Active participation in quality training

Organise training and learning for ideological and political teachers in colleges and universities to enhance their red cultural literacy. Colleges and universities should provide a good learning environment for ideology and politics teachers so that they can have more opportunities to come into contact with red culture and be able to unearth some hidden knowledge and unique cultural content to form a systematic and generalised cognition and improve the depth and breadth of teachers' understanding of red culture. Firstly, ideology and politics teachers actively participate in training activities organised across the country, where they can communicate with more experts and fully express their views, and improve their understanding from communication and discussion. Red culture research organisations have many experts in red culture research and rich red culture resources, and participation in such research institutions can make a huge theoretical improvement for ideology and politics teachers in universities. Secondly, ideology teachers make use of the current online platform to participate in training activities. Information technology has brought great convenience to teachers' training. Ideological and political science teachers can use their free time to participate in training, breaking through the limitations of time and space, and some training activities that they were unable to attend can now be achieved through the network platform, solving the contradiction between work and training and strengthening the learning of red culture. Thirdly, active participation in teaching seminars and exchanges in ideology and politics, especially some seminars and summits with red culture as the theme, can bring together the latest research results and grasp the development direction of research. By participating in these forums, teachers can have close communication with the corresponding experts, which is very helpful to their red culture literacy.

(iii) Innovative Red Culture Communication Format

Innovation in the format of red culture dissemination can better enhance the efficiency of dissemination. Especially in the era of rapid spread of information technology, which has greatly enhanced the speed and quantity of information dissemination, people can closely integrate their lives with the learning and dissemination of red culture through mobile phones, computers and other terminal devices, solving the problem of isolating red culture from real life. Ideological and political teachers in higher education institutions should make full use of the convenience of the information age to continuously innovate ways and methods of red culture dissemination and provide students with a superior red culture environment. Firstly, combine red culture dissemination with digital technology to enrich the expression of red culture. In addition to pictures, videos, audio and animation, they can also disseminate it through forums, WeChat and other platforms to expand the influence of red culture. Secondly, enhance the sense of experience and authenticity of red culture. Use network technology to collect more red culture resources, restore the major historical events of the revolutionary period, so that university students can truly feel the hardships of the revolution and the efforts of Xi'an, and recreate the scenes of the revolution, so as to trigger the inner resonance of university students through this special way of participation. In addition,

in addition to the network dissemination methods, it is necessary to establish red culture bases according to specific requirements, strengthen cooperation with social organisations, and constantly innovate dissemination models, so that university students can experience red culture in a richer form.

(iv) Strengthening the teaching practice of red culture

The practical ability of ideological and political teachers of red culture is mainly manifested in teaching practice. They need to have clear teaching objectives, choose appropriate teaching content and methods, integrate red culture education resources, and ultimately realise the educational objectives of red culture. From the teaching practice, integrating ideological and political theoretical knowledge, teachers penetrate the content of red culture in the classroom and combine it with the main points of classroom teaching, so that students can clearly understand that there is a close relationship between red culture and the content of ideological and political courses. When preparing lessons, it is to distil the humanistic spirit that all red culture content can contain, and have a deep understanding of these contents, need to have a firm confidence in red culture, and through the excavation of red culture resources around, let students really feel the close connection between daily life and red culture, and better red culture education. For example, by visiting the revolutionary memorials and red cultural relics around them and sifting through these to incorporate them into the teaching of the curriculum, students can feel that red culture is all around them. When conducting lectures, it is to make videos or micro lessons of the red culture resources they have summarised and collated to stimulate students' interest, so that they can appreciate the red culture content in a relaxed atmosphere, and constantly improve their thinking and have a new understanding of red culture. It is evident that the teachers' own red culture cultivation is very important to their students.

The practical teaching of ideology and politics should also include the content of red culture. At present, ideological and political education in China is mostly based on theoretical learning, which ignores the practicality of theory. The ultimate goal of ideological and political education is to solve real-life problems through learning about red culture and to provide scientific guidance for students' lives. This requires ideological and political teachers in universities to infuse red culture into classroom teaching while also closely integrating it into practice. For example, Chongqing has many red cultural relics and resources, and universities in Chongqing can add practical lessons to their ideological and political teaching by visiting red cultural bases in Chongqing, such as the Qiu Shaoyun Martyrs' Memorial Hall, Yang Shangkun's former residence, the Jagged Cave Concentration Camp and Tao Xingchi Memorial Hall, to educate students on patriotism through tourism and practical learning, so that they can experience the heritage of red culture first-hand and make them identify with it. This will further enhance teachers' and students' sense of identification with red culture.

(v) Active participation in red cultural research

Active participation in the scientific study of red culture is an important way to enhance the red culture literacy of ideology and politics teachers. Teachers' ability to research red culture directly affects their teaching effectiveness. Firstly, to enhance the ability of college ideological and political teachers in red culture scientific research. The basic abilities of teachers in colleges and universities include both teaching and scientific

research. Enhancing their own scientific research abilities can provide guidance for their teaching work and ultimately achieve the purpose of cultivating high quality talents. Ideological and political teachers in higher education should establish the concept of lifelong learning and follow the pace of educational development. In addition to their teaching work, they should actively participate in research activities and approach their research work with perseverance and courage, never giving up until they have achieved their goals. With this confidence, ideology and politics teachers will be able to succeed in research and realise their own value. Secondly, establish a red culture research team. The task of scientific research is very difficult, and teachers of ideology and politics must be down-to-earth in the process of conducting research on red culture, and strengthen cooperation with others to achieve complementary strengths and share resources. The person in charge of the team should have a deep understanding of the research individual and the team's own construction and leadership, and everyone should be actively involved in the study of the spirit of red culture. The research team should also be flexible in adjusting and arranging according to the actual situation to attract people from other faculties, or even from outside the university, who share the same research aspirations, to participate in the research of red culture. Thirdly, in terms of the research environment for red culture, universities should create a good research environment for ideology and politics teachers, provide them with sufficient funds for research and assist them in their work. In the specific research, teachers also need more human and material resources support. Therefore, universities should recognise this and encourage postgraduate and undergraduate students to participate in their research projects and contribute to the research. In addition, universities should organise relevant academic exchange meetings, regularly report research results and invite relevant experts to participate and guide them, so as to continuously improve the level of scientific research on red culture.

CONCLUSION

The enhancement of red cultural literacy of university teachers is a gradual process, they need to strengthen their study and accumulation on a regular basis, and closely

integrate with their teaching work and theoretical research, integrate and explore the existing red cultural resources, enhance their own red cultural literacy through continuous perception and innovation, and integrate into their own blood, so that they can reflect their unique In this way, they will be able to reflect their unique charisma in the teaching process, set an example for students, pass on the nutrients of red culture to the new generation of university students, and promote their healthy growth.

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