

The Coupling Logic of Red Resources and Ideological and Political Education in Primary and Secondary Schools

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Abstract: Red resources and ideological and political education are organically unified in the great practice of socialism with Chinese characteristics in the new era. Their value pursuit and value goal are consistent, which responds to the question about how to improve the education effect of schools. How to transform red resources, which are high-quality social resources, into ideological and political education resources, plant red seeds, inherit revolutionary fire and continue red blood in the brain, thought and soul of primary and secondary school students in villages and towns, we need to explore from the three dimensions of value implications, current difficulties and practice exploration, to provide new ideas and new paths for ideological and political education.

Keywords: Red resources; Primary and secondary schools; Ideological and political education.

1. Introduction

Red resources embody the immortal spirit of the century-old struggle of the Communist Party of China, embody the ideological connotation of the Communist Party of China, and integrate the ideals and beliefs of Chinese Communists. They are the unity of the theoretical, historical and practical logic for the Communist Party of China to inherit the fire of revolution, continue the red blood and absorb the driving force of progress. On the new journey, exploring how to effectively transform red resources into ideological and political education resources and how to use red resources has important theoretical value and significance for ideological and political education.

2. Coupling Logic: The Value Implication of Transforming Red Resources into Ideological and Political Education Resources of Primary and Secondary Schools

Red resources mainly refer to the material form and non-material form of resources and culture left by the Communist Party of China in its century-old struggle. The material form of red resources mainly refers to revolutionary sites, martyrs' tombs, revolutionary memorials, monuments, former residences of great men, battle relics, revolutionary cultural relics, etc. The non-material forms of red resources mainly include revolutionary spirit, cultural tradition, fine style, red story, ideology, spirit of The Times and so on. Both material and non-material red resources are treasures left by our Party in the process of revolutionary construction and reform. They have political value, cultural value, educational value, social value, economic value and ecological value, and reflect the different tasks of the Party in various aspects in various historical periods. In the process of today's ideological and political education, the use of red resources needs to grasp the "three uses": to understand with heart, to use emotion to do well, and to make efforts to get through, so as to give play to

the social value, educational value and spiritual value of red resources.[1]

2.1. Focus on the social value of ideological and political education of primary and secondary school students in villages and towns

Confucius said: "Less is nature, habit is nature." As the saying goes, "When you teach a woman, you teach a child." From the subjective point of view, we focus on the primary and secondary school stage, because the primary and secondary school students are the main and key objects of our country's ideological and political education. Confucius pointed out that "similar nature, learning apart", from the objective aspect of the environment has an important impact on human development. The youth stage is the "jointing and booting period" of life, which needs careful guidance and cultivation.[2]

The special situation and educational environment of the students in villages and towns decide to focus the perspective on the primary and secondary schools in villages and towns. Since ancient times, Chinese parents have attached great importance to the education environment of their children, and the well-known is the Mencius mother who moves three times. But the parents of primary and secondary schools in villages and towns are mostly migrant workers all year round and lack of family education. The long-term absence of family education makes students in villages and towns more prone to psychological problems. Compared with the learning environment of urban students, the learning environment of primary and secondary school students are simple, complicated and unguided, which makes students' education more dependent on schools. The state, society and schools should pay more attention to the ideological and political education of primary and secondary school students.

As mobile Internet continues to penetrate into rural areas, there is no longer a significant difference between rural minors and their urban counterparts in terms of Internet access. The rapid development of the Internet era has

narrowed the "ideological gap" and the "digital divide" between urban and rural areas.[3] Under the dual influence of family environment and network environment, primary and secondary school students in rural towns are more susceptible to the influence of bad information due to the lack of identification of network information and the lack of correct guidance from guardians, thus affecting their physical and mental health. The integration of red resources into the ideological and political education of teenagers helps to plant the seeds of red ideals and beliefs, set a red example and form scientific thinking in the process of latent transformation. Because of this, schools strengthen the ideological and political education of primary and secondary school students and integrate red resources into education, which can effectively narrow the education gap in cities and villages, promote education equity and reflect its social value.

2.2. Focus on the educational value of red resources and ideological and political education in primary and secondary schools

No matter how far we go, we will reach a glorious future. We must not forget the past or why we set out." Looking back on the Party's successful years, the Communist Party of China came out of the countryside, the countryside bears the red revolutionary gene, the red resources into the ideological and political education resources of primary and secondary schools in villages and towns, so that the development and inheritance of the red gene can further consolidate the mass base, build an ideological platform for rural revitalization, and help lay the foundation of our revolution. Inherit the red gene, carry forward the revolutionary culture, gather striving force, and help the comprehensive revitalization of rural areas.

The fundamental purpose of education is to shape and train people. Ideological and political education, as a specific project of personnel training, is an important way to train talents for rural revitalization.[4] Students can understand the hard-won peace era, and the seeds of ideals and beliefs will be gently sown in the hearts of students through red education. With this emotional precipitation, the students from the villages and towns have a warm heart for the villages and towns, to love people, to educate people with affection, rather than cold, hard indoctrination, this warmth will lead the students to undertake the historical mission, return to the villages and villages, revitalize the countryside, and further build the road of socialism with Chinese characteristics.

As high-quality educational resources, the rich meaning and content of red resources are consistent with the meaning of ideological and political education in schools. The two have the same root and origin and need each other. Red resources provide nutrition for ideological and political education, and ideological and political education provides a greater platform for red resources, which is a combination of 1+1>2. The patriotic spirit connotation contained in red resources has been continuously developed in the new era, and constantly derived new connotations, which is an important material for students to carry out ideological and political education. Enriching the content of ideological and political education, sublimating the mode of ideological and political teaching, has a strong educational value, therefore, it is very necessary to infiltrate the red resources into the ideological and political education in schools.[5]

2.3. The spiritual value of transforming red resources into ideological and political education resources

The formation and development process of red resources is the formation and development process of ideological and political education. The two have the same value pursuit and value goal, which are to shape the soul, guide the direction, and train generation after generation of "four new people". The first and most important thing for red resources to be transformed into ideological and political education resources is the ideological education and spiritual sublimation of individuals, which has the role of firm political direction, cohesion of struggle and enlightenment of wisdom for personal spiritual development, transforming spiritual power into practical material power in the process of education and being educated, and consolidating the ruling foundation of the Communist Party of China.

2.3.1. Use the Party's course of struggle and great achievements to guide the direction and inspire the fighting spirit

Red resources contain the value guidance of the Communist Party of China's hundred-year struggle process. This road is filled with thorns and hardships. When the foreign powers invaded, the Chinese Communists stubbornly resisted, when the mountains and rivers were broken, the Chinese Communists fought with blood, worked hard when they were poor, and endured hardships when building the economy, and finally made great achievements. The transformation of red resources into ideological and political education resources can help students correctly understand the history of the Party, the history of new China, the history of reform and opening up, and the development history of socialism. Red resources carry the four histories and connect the four histories.[6] Through the careful interpretation of red resources, we can dig out the connotation behind them, so as to establish the correct ideal goal and life direction by taking history as a mirror. The journey of the hundred years is surging, one by one, one by one, one by one, one by one, one by one, one by one, one by one, one by one, one by one, one by one, all inspire the students' fighting spirit, make them constantly overcome their learning difficulties, make them constantly overcome the ups and downs of life, and take the challenges of learning and life with high morale, penetrate the red into the blood, and pass on the Chinese spirit.

2.3.2. Use the glorious tradition and fine style of the Party to strengthen faith and gather strength

Red resources naturally inherit the Party's fine style of linking theory with practice, keeping close ties with the masses, and criticizing and self-criticizing in revolutionary reform and construction. Through learning about red resources and ideological and political education, students can have a clearer understanding of the glorious tradition of the Party, firm communist ideals and beliefs, and form the core driving force of patriotism. The knowledge students learn from advanced ideology will surely become the force for their continuous progress.

2.3.3. Use the Party's theoretical experience and practical innovation to enlighten wisdom and cultivate character

Red resources contain Marxist theory, theoretical innovation and practical innovation with Chinese national characteristics. Through the integration of ideological and

political education, students can understand the questions of "who I am" and "how to do". The scientific practice of Marxism enables students to be enlightened on the shoulders of giants, to understand the world from a higher dimension, to transform the world, to be influenced by more advanced culture, to cultivate lofty qualities, and to inherit the spark of revolution.[7]

3. Coupling Dilemma: Red Resources into The Ideological and Political Education of Primary and Secondary Schools Three Dilemmas

Ideological and political education is an independent discipline, but also an important component of the cause of the Party and the country, can guide social practice activities, any practical activities are inseparable from resources, whether it is the material form of revolutionary sites, martyrs' tombs, revolutionary memorials, monuments, former residences of great men, battle relics, and revolutionary cultural relics and other resources, Or the non-material forms of the revolutionary tradition formed during China's Anti-Japanese War, the spirit of patriotism and the spirit of The Times formed during the period of socialist construction are all high-quality resources for ideological and political education. [8] On the whole, the application of red resources in the construction of school ideological and political education has achieved great success, the construction of patriotic education bases, red tourism routes, various red memorial halls, red literary and artistic activities, etc., but the degree of integration of red resources in primary and secondary schools in rural areas needs to be strengthened, and the relationship between the whole and the part should be properly handled. In recent years, the state has invested a lot of manpower and material resources in remote and poor areas to support education in poor areas, and many mountainous areas have also received social attention, but most village and town schools are in an awkward position, with a larger proportion of population, but not social attention, and the distance between educational resources and "high quality" or "guaranteed quality" is far from it. There are still many problems to be solved in the process of transforming red resources into ideological and political education resources for primary and secondary schools in villages and towns.

3.1. Teaching difficulties: The teaching mode of primary and secondary schools are relatively obsolete, and the learning process is relatively boring

Mr. Tao Xingzhi said, "Education can't create anything, but it can inspire and liberate children's creativity to engage in creative work." The focus of transforming red resources into ideological and political education resources lies in teachers. High-quality teacher resources are more concentrated in cities, which leads to aging teachers in primary and secondary schools in villages and towns, single teaching mode and boring learning process for students, which greatly weakens the educational effect of transforming red resources into ideological and political education resources in villages and towns.

The red resources themselves have the advantages of vivid content, rich theme, touching story, positive characters, strong narrative, positive and practical, etc. However, most teachers

of primary and secondary schools in villages and towns only stay on the books and textbooks in the use of red resources, focusing on "teaching", standing on the platform after the boring content of the textbook is finished, ignoring the importance of "educating people". Ignoring the characteristics of the main body of students, the red resources have not played a proper role in educating people. The traditional teaching mode has the difference of time, space and theory, and the boring teaching process makes it difficult for students to empathize.[9]

The single teaching mode is also reflected in the education funds, the economically developed areas and many urban areas have established special red learning bases, often organize students to visit and study Tours, social practice, volunteer activities, etc., so that students can get inspired education in subtle and practical. Due to economic reasons and transportation problems, the teaching mode of primary and secondary schools in villages and towns is mainly classroom education, which can not arouse students' interest, and students tend to treat ideological and political education as an optional "play lesson", which greatly reduces the educational effectiveness of ideological and political education and wastes the educational value of red resources.

3.2. Cognitive dilemma: The students of primary and secondary schools are affected by subjective and objective factors, resulting in relatively low cognitive ability

Cognitive ability refers to people's clear understanding of objective things, grasp of objective laws and grasp of the depth and accuracy. Material determines consciousness. The economy of rural areas is underdeveloped, the public facilities are relatively backward, and the ways to acquire knowledge are relatively few. Compared with urban educational resources, primary and secondary schools in villages and towns have relatively simple educational resources, backward hardware facilities and ineffective parental guidance, resulting in lower cognitive ability of primary and secondary school students in villages and towns and lack of systematic cognition of red resource knowledge.

First of all, the lack of family education leads to the lack of effective guidance for students. It is said that children from poor families are early masters, but it is only some simple life skills, such as cooking on fire, washing and washing dishes, etc. In terms of education, they lack effective guidance and education. Most of their parents work outside the farm all the year round, and many primary and secondary school students in villages and towns are left-behind children, lack of family education, resulting in the lack of care and emotional education in the growth process of students. More likely to produce psychological problems in adulthood. Even a small number of children who stay with their parents, due to generally low academic qualifications, lack of correct understanding of effective education, can only mechanically require children to learn, one-sided attention to children's scores, lack of training for all aspects of thinking ability, resulting in children's cognitive ability is generally not high.[10] The guardian's understanding of historical stories, great deeds and red history often only stays on the superficial surface, and can not give children correct guidance, and even some people are affected by bad media and wild history, instilling some wrong knowledge to children, interfering with

the main theme of school education.

Secondly, the material environment limits the development of students' cognitive ability in villages and towns. Dialectical materialism holds that social existence determines social consciousness and the economic base determines the superstructure. This principle is still applicable to a certain family in a certain environment at the micro level. In recent years, the hollowing out of villages and towns is becoming more and more serious. The annual income of families remaining in villages and towns is generally not high. Affected by the living environment, the thinking ability and vision of students in villages and towns are far lower than that of students in cities, and their understanding of red resources and culture is also lower than that of students in cities.

Finally, the Internet era has a negative impact on the values of students in villages and towns. Rural minors spend more time on entertainment videos and online games than their urban counterparts, according to the 2020 National Research Report on Minors' Internet Use. Due to the lack of properly guided family education, primary and secondary school students in villages and towns are gradually indulging in short videos and online games. The phenomenon of "filter bubbles" in the era of big data will make information too narrow and values homogeneous, and it will be harder for red resource culture to spread.

3.3. Internalization dilemma: It's difficult to internalize red resources in the process of transforming them into ideological and political education resources in primary and secondary schools

Internalization refers to transforming the acquired knowledge and cognition of things into one's inner consciousness, integrating it into one's inner and subconscious mind, becoming a part of one's personality, and taking it as the criterion of one's practical activities. Since red resources are long-term in time and have a certain distance from our real life, primary and secondary school students can not truly understand and understand the spiritual core and value implications when using red resources; [11] Red resources are widespread in space and scattered all over the country. The unbalanced distribution of red resources leads to the lack of material red resources in some areas, which affects the local students' cognition of red culture. The diversification of red resources, different resources should have different forms of expression, specific problems specific analysis, many areas do not start from the reality, resulting in red resources failed to play its real value, resulting in waste of resources.

Red resources into the process of ideological and political education resources if do not face up to the difference in time, space and forms of expression, it is easy to lead to "form over substance", there is a sense of separation in the teaching process, can not make the village and primary school students have a real value identification, internalized into their own code of conduct, more just stay in the textbook, did not enter the minds of students, Did not enter the minds of students and the soul. Most students only flatly treat the heroic deeds, historical time, revolutionary spirit and revolutionary cultural relics in red resources as moral monuments that "can be viewed far away but cannot be despised", making red resources fail to play a profound educational role in the brain,

heart and soul.

Third, the coupling path: the concrete practice of transforming red resources into ideological and political education resources of primary and secondary schools. "It is simple at the beginning, and it will be huge after completion" How to make good use of red resources, continue the red blood, and strengthen its educational function is the top priority of transforming red resources into ideological and political education resources in rural primary and secondary schools. In the process of transforming red resources into ideological and political education resources, the leadership of the Party, high-quality teaching model and high-quality teachers are indispensable.

3.3.1. Adhere to the leadership of the Party and firmly adhere to the correct political direction

"The Party, government, military and civilian studies, East, West, North and South, the Party is the leader of everything." In the big chess game of the national governance system, the Party Central Committee is the "handsome" of the military account in the town, the chariots and horses and guns show their long, and the overall situation is clear. Adhering to the leadership of the Communist Party of China is the core element and the primary prerequisite for transforming red resources into ideological and political education resources for primary and secondary schools in villages and towns.[12] As the creator, owner and disseminator of red resources, the Party is in an absolute dominant position in the process of integrating red resources into ideological and political education. It is necessary to protect, manage and make good use of red resources, which is the premise of transforming red resources into ideological and political education resources. The protection and management of red resources need to be guaranteed by law and guaranteed by system.

Now that we have been far away from war and displacement, in today's materialistic world, it is easier to lose ourselves, so we require contemporary young people to strengthen the "four consciousness" and "four beliefs", illuminate the road ahead of socialism with Chinese characteristics with the light of the truth of Marxism, bravely bravely, and carry out the original aspiration and mission. Only by adhering to the guidance of scientific theories can we ensure that the direction of transformation is correct. A miss is as good as a thousand miles. Scientific theoretical guidance must be unwavering adherence, which is the fundamental premise of transformation.

3.3.2. Student-oriented, innovative teaching model

"Student-oriented" puts students in the main position and elevates their all-round development to an important position. "Student-oriented" is the source or foundation of things, and "student-oriented" is to take students' development as the foundation, which is not only the soul of Marxist values, but also its spiritual essence. The value of red resources is human. To transform red resources into ideological and political education resources for primary and secondary schools in villages and towns, it is necessary to design teaching models that meet the cognitive characteristics of students in villages and towns, innovate and transform paths, and guide students in villages and towns to plant red seeds from a small age, continue red genes and continue red blood.

It is necessary to adopt different teaching methods and teaching modes to treat different groups. Primary and secondary schools in villages and towns are divided into village primary schools and village middle schools. The

transformation of red resources in village and primary schools should be based on the specific conditions of primary students, mainly through emotional edification. They should tell the heroic deeds of great men in vivid and concise language, learn short historical stories, use animated red stories, and develop small games of red culture, so that they can grow up in a red atmosphere. In terms of transforming red resources into ideological and political education, middle school students in villages and towns pay more attention to absorbing knowledge from it, improving their thinking ability and cognitive ability, and pay more attention to the historical process and historical facts in the process of transforming red resources into ideological and political education. Schools need to regularly organize visits to memorial halls, red museums and red sites to personally feel the thickness of history.[13]

The transformation path of red resources is also diverse, more than 9.6 million square kilometers of China is covered with red resources, the transformation method and transformation path of each resource is not the same, the need to dig deeply, some suitable for ideological and political education multimedia resources, some suitable for immersive visits, some suitable for literary creation and art processing, etc. According to different resources one by one, establish a unique "red resources museum", establish a high-quality digital platform, make more use of such powerful information concentration of powerful websites such as learning power, use the Internet to teach and play, strengthen the main theme education, and give full play to the advantages of the Internet.

4. Countermeasures for Upgrading in The Process of Transformation of Red Resources

4.1. To solve the relationship between principle and flexibility

In the process of transformation of red resources, it is necessary to adhere to Marxism as the guide, ensure its correct political stance and direction, and adhere to the leadership of the Communist Party of China. This is a matter of principle, which must not be shaken. At the same time, it is necessary to effectively understand the realistic characteristics of rural primary and secondary schools, flexibly use the existing regional characteristics, customs and ways of life, so that red resources naturally and organically integrate into the ideological and political education of rural primary and secondary schools, so that you have each other.[14] While ensuring the firm political stance of red resources, flexibly deal with its forms and methods of expression, so that students can understand it more easily and better to learn.

4.2. Balance seriousness with liveliness

Too much of everything is not enough, neither too serious, appear rigid, primary and secondary school students can not understand, nor too entertaining, lack of respect for history, should achieve the unity of seriousness and vivacity. Historical events are both bloody and romantic, and ideological and political education should tell the story of the romance; Revolutionary heroes are both noble and great people, but also ordinary people, ideological and political education should reflect this ordinary and great; The revolutionary spirit is both ideological and material, and

ideological and political education should dialectically link material and consciousness. Revolutionary cultural relics are both historical and future, and ideological and political education should study the development of each cultural relic.

4.3. The relationship between advanced nature and reality should be properly handled

Red resources contain the most noble ideals and beliefs, the most worthy of learning moral models, and are the most advanced ideological and political education resources. The so-called lonely at the top, too lofty spirit, will make in the learning to separate themselves, think that they can not reach such a moral height, forming a gap in consciousness. When transforming red resources into ideological and political education in rural primary schools, we should deal with the relationship between advancement and realism, and be down-to-earth rather than suspended in the air. At the same time, we should also pay attention to the progressive process of transforming red resources into ideological and political education resources, and carry out the transformation and application step by step.

4.4. Building a team of high-quality teachers

From the perspective of ideological and political education, the main body of the deep mining and utilization of red resources and the transformation of red resources into political education resources of primary and secondary schools in villages and towns is the ideological and political teachers of primary and secondary schools, so it is essential to build a group of high-quality ideological and political teachers.

From the national level, we should first improve the treatment and social status of ideological and political teachers in villages and towns, attract high-quality talents to return to villages and towns, so as to attract talents and retain them. At present, through a series of reforms, the salary of primary and secondary school teachers has been greatly improved, but there is still a gap, which makes high-quality talents in developed areas excessively involved, and teachers in rural areas are relatively deserted. The future development and employment of students in rural areas is narrower than that of urban students. In order to promote social equity and educational equity, we need to strengthen the introduction of talents, improve the competitiveness of students in rural areas, and lay a foundation for future employment.

From the point of view of the school, it is necessary to improve the hardware facilities of the school, build red resource reference room, red resource story archive, red resource multimedia center, etc., and use red to establish the school and educate people.

From the perspective of teachers themselves, they need to strengthen their professional skills and personality charm, flexibly use red resources, innovate and transform ways, and inject vivid blood into the ideological and political education classroom. Among them, the most important thing is to strengthen the psychological quality of teachers. There are too many left-behind children in primary and secondary schools, parents do not cooperate with them, and students have low cognition. There may be some obstacles in the process of transforming red resources into ideological and political education. To become the mainstay and pioneer of transforming red resources into ideological and political education resources in primary and secondary schools.

5. Summary

To sum up, in order to solve the current problem of integrating red resources into ideological and political education in primary and secondary schools in villages and towns, the Party, educators and educatees need to work together to innovate ways to cultivate high-quality talents for the country, cultivate people of high character for the society, and revitalize and save talents in rural areas.

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