

Research on the Path of Red Culture to Cultivate Patriotism among College Students

-- Taking Mudanjiang as an Example

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Abstract: Red culture is a highly developed, advanced culture with Marxism in China at its center that has been skillfully built by the Chinese people. With 81 immovable red revolutionary cultural relics, Mudanjiang is one of the significant old revolutionary areas rich in red cultural resources. These relics can give colleges and universities ample resources to teach patriotism, and they are also necessary to achieve the goal of moral education in colleges and universities. This paper combines the value of red culture integration into college students' patriotic education with an analysis of the existing state of red culture integration in Mudanjiang, and it proposes certain measures. Colleges and universities that use red culture to foster a sense of patriotism in their students might begin by incorporating red cultural materials from their community, establishing a red campus environment, introducing innovative teaching strategies and curriculum, and digitally empowering and developing red brands.

Keywords: Red culture; college students; patriotism; education; Mudanjiang.

1. Introduction

"We have to protect, manage and use the red resources with all our heart and soul." [1] Red culture is a valuable cultural resource that the Chinese people have acquired from their long history. It holds rich and high-quality educational resources and is a "living" teaching material that college students can use to construct a patriotic education. Rich in local red cultural materials, Mudanjiang is a city of red culture and one of the major ancient revolutionary places with a long history of revolution and several national heroes. University students can use the spirit of growth and unity found in Mudanjiang's red culture as a valuable tool for teaching values and patriotism. It is of great significance to cultivate newcomers who will take up the responsibility of national rejuvenation by using red culture to cultivate patriotism among college students, utilizing red culture wisely, preserving the excellent cultural legacy, and passing on red genes. [2].

2. Definition and Characteristics of Red Culture

Red culture is "red", and the outcome of innumerable national heroes and individuals fighting for the country's prosperity as well as the people's freedom and liberation during revolution, building, reform, and opening-up.[3]. Red culture, in contrast to Western Marxism, is the outcome of the fusion of Marxism with China's tangible reality. First, its most blatant feature is political. Red culture is a distinct kind of political culture with blatantly revolutionary and proletariat characteristics, and it is shaped from its inception by Marxist theory. Second, red culture is educational, and the themes of patriotic education are shared with its sense of home and nation[4]. The ideal environment for fostering young college students' sense of patriotism and desire to fortify their nation is created by interoperability. Third, the people are the creators of red culture, and red culture offers resources to

support the people. Red culture also reflects the essence of the people, which is their pursuit of values and fundamental traits. Therefore, based on red culture's traits, we can conclude that red culture's leading role and educational purpose should be fully embraced in order to foster college students' sense of patriotism in the modern day.

3. The Value of Red Culture into The Patriotic Education of College Students

Red culture is a significant aspect of the superb traditional Chinese culture. It has a rich historical background and major practical applications. Cultivating the patriotic spirit with red culture will be the way to patriotism education for college students in the new era, whether it is for the continuation of the red bloodline or to cope with the impact of various changes at home and abroad on the ideology of college students.

3.1. Supporting the development of students in higher education

"The deep integration of the red gene into the establishment of moral education helps to enhance the political and scientific nature of ideological and political education in colleges and universities, and educates and guides college students to be firm in their beliefs and consciously become inheritors and practitioners of the red gene." [5] The goal of cultivating comprehensive and high-quality talents who are both red and special for the development of the great cause of socialism with Chinese characteristics and the building of a strong socialist modernizing nation has been upheld by patriotic education in colleges and universities. The potent spiritual force contained in the red cultural riches is exactly the spiritual food that colleges and universities need to raise moral, gifted, and fully formed socialist builders and successors.

3.2. Enriching colleges and universities' educational resources

College students can mostly learn about patriotism through professional courses or textbook knowledge. There is just one method of curriculum teaching, which is isolated from other problems and reality. Students will find it more acceptable to receive learning resources that will enliven the classroom environment if they are associated with red cultural resources carried by revolutionary locations, revolutionary relics, and non-material expressions of the spirit. Mudanjiang, also known as "Snow City", is a "City of Heroes" and a "Red City". It was here that revolutionary activist Ma Jun first disseminated Marxist ideology and the red flame; here that proletariat revolutionary Zhang Wentian, Northeastern anti-Japanese hero Zhao Yiman, and Northeastern Anti-League general Zhou Baozhong once engaged in combat; here that Yang Zirong, the "Hero of Special Reconnaissance", and the "Eight Heroine Martyrs", rose to national prominence. These artifacts and locations serve as a three-dimensional representation of Mudanjiang's red culture, capturing both the beauty and the suffering of the Mudanjiang people during the revolutionary struggle. They can also give universities and colleges a useful setting in which to teach patriotism.

3.3. Protecting and passing on red culture

The nation's enormous renewal lies in the young college students who represent its optimism. Red culture documents the rise and development of the Chinese people, and the revolutionary spirit that resides therein is our eternal, priceless wealth, which is the revolutionary accomplishments that we cannot give up and that significantly boost college students' sense of patriotism. The foundation of red culture is the great traditional Chinese culture, from which it continuously draws strength and evolves based on the new era's ideological connotations—these being the fundamental elements of Chinese civilization. Through ideological direction, theoretical conduction, and practical infiltration, red culture may be utilized to teach college students about patriotism in the modern day. This can fuse the red genes in the students' blood and ensure the continuity of the red bloodline.

4. An Examination of How Mudanjiang Red Culture Is Currently Fostering Patriotism Among College Students

The local red culture of Mudanjiang is used as an example to better comprehend the current state of red culture's influence on college students' patriotic education and to present red culture's intended route of cultivating college students' patriotism. In order to do this, the team created and administered the "Mudanjiang red culture into patriotism education questionnaire" to a sample of college students in Mudanjiang. A total of 450 questionnaires were distributed, 438 of which were collected, and 410 of those were valid.

4.1. High recognition of the value of red culture

From the survey data, 41.16% of the students said they knew the meaning of "red culture or local red culture", 51.71% said they knew something about it, 5.37% had heard of it, and only 1.46% of the students did not know it at all. It can be

seen that although the general awareness of the connotation of red culture is not high, they are all learning about it. When mentioning the question "Do you think the red cultural resources are valuable for enhancing the patriotism education of college students?", 71.71% of the students think it is very valuable, 25.37% of the students think it is relatively valuable, only 2.93% of the students think it is not very valuable, and no one thinks it is not valuable. The vast majority of school students, when mentioning the issue of the red cultural revolutionary sites in Mudanjiang, 40.98% of them said they understood it, indicating that at present, school students feel that it is of great significance for them to use red culture to carry out patriotism education, to learn the spirit of red culture, and to pass on the knowledge of red culture.

4.2. No strong campus atmosphere of red culture

Based on the data, the majority of students stated that they would learn about red culture through the school's red culture lectures, online courses on "red culture" or "red cultural resources", school-organized trips to red culture locations, sites, and memorial halls, the school's official website, official blogs, and other online platforms. In addition, the school plans field trips to red culture locations, memorial halls, official websites, official blogs, and other internet platforms. When asked "Do you think the atmosphere of red campus culture is strong in your school?", 43.9% of the students think it is very strong. 43.9% of the students thought it was very strong, 37.56% thought it was relatively strong, 15.61% thought it was average, and 2.44% thought it was not strong. Regarding the question "Has the school ever carried out a series of cultural and artistic activities to promote the red culture of Mudanjiang into the campus", 50% of the students chose "yes", 38.29% chose "no", and 11.71% chose "no", 11.71% chose "don't know". Therefore, it can be seen that a university in Mudanjiang has not paid enough attention to the local red culture in Mudanjiang, and the red atmosphere on campus is not strong enough to provide a good environment for patriotic education.

4.3. Low self-consciousness of students to learn red culture

When the questionnaire mentioned "whether they are willing to go to the red cultural activities organized by the school", 50.24% of the students said that they were very willing to go, 45.85% said that they were willing to go, 2.44% said that they were not willing to go, and even 1.46% said that they did not care. It can be seen that students are not very interested in the red cultural activities organized by the school and are not highly motivated. When asked "What are the reasons for participating in red culture learning activities", 53.17% of the students were rewarded for having credits or hours, 65.37% for personal interests, 61.95% for classroom teaching and ideological education, and 29.27% for being influenced by people around them. From the analysis of the data, college students often choose to participate in red cultural activities due to credit awards or forced training and other reasons, the conscientiousness of tapping red cultural resources is still relatively low, and the ability of peer groups to drive is relatively poor.

4.4. Inappropriate use of red culture

The ideological and political education of colleges and universities includes the important subject of patriotism, and

the degree to which red culture is valued in this ideological and political curriculum has a direct impact on the caliber of patriotism instruction among college students. The data indicates that the majority of students think that instructors of ideological and political courses, instructors of professional courses, counselors, leaders of schools and colleges, academic and teaching staff, and administrators must all be involved in the process of integrating red culture into ideological and political education in colleges and universities. However, when it comes to the question of “what problems exist in integrating red culture into ideological and political education of college students?”, 40.49% of the students think that the teaching content is boring, and the integration of fun and politics is not good enough; 46.34% of the students think that the teaching process is one-dimensional, and that the students’ participation in the teaching process is not active, active and creative; 47.8% of the students think that they favor theoretical teaching and neglect practical teaching, and some students feel that the professional faculty is not perfect, the application of new media is insufficient, and the innovation of communication channels is insufficient. As a result, there is a low level of issue acceptance and a rigorous integration process between the red culture and ideological and political teaching at colleges and universities. In this regard, some students propose that red culture can effectively improve the quality of ideological and political education in colleges and universities through the following means: utilizing red culture education resources, redefining the discourse of teaching in theory courses on ideological and political education; enhancing the capacity of teachers, optimizing the content of ideological and political education courses; emphasizing the importance of both inside and outside of the classroom, enhancing the development of red culture teachers’ teams; fostering a red culture environment, utilizing the Internet to its fullest; strengthening the construction of red culture education network platforms, enhancing the practical teaching of red culture.

5. The Path of Red Culture to Cultivate Patriotism Among College Students

5.1. Utilizing red resources and establishing a resource bank for patriotic education

Both tangible and intangible types of red cultural treasures are real and present. Colleges and universities must figure out how to effectively employ red culture, whether it is through revolutionary sites or the red spirit, to raise the standard of patriotic education and optimize the educational role of red culture. First, Colleges and universities should be grounded in the reality of the local community, delving deeply into the red cultural riches and progressively growing and broadening the extent of resource excavation. Colleges and institutions in the Mudanjiang region are able to study the themes of patriotism found in the revolutionary local culture of Mudanjiang. For example, Yang Zirong Martyrs’ Mausoleum, Hailin City (Qilidi) Party History Museum, and Revolutionary Ma Jun Memorial Hall are other places to excavate the spirit of the Northeast Resistance League, and to rely on the practice platform to provide resources for the implementation of the work of educating people. Second, it encourages the development of patriotic stances by combining resources. In order to establish a mutually beneficial partnership, colleges and universities should

conduct red culture-related study activities concurrently with the base. Memorial halls and research institutes should also develop a red culture resource base and resource platform. Local red culture is compiled and summarized in the resource base, red culture curricular materials are created, and red culture education cases are created, updated, and continuously developed. Lastly, Schools can organize practical activities for students to teach them about local history and the heroic deeds of red people, to reflect on the significant contributions their ancestors made to the modern good life, and to use history as a lens through which to develop patriotism. People’s understanding comes from practice, which is also a crucial component of patriotic education. Colleges and universities should attempt to establish a red experience route by collaborating with local departments of culture, tourism, and militia to allow students to walk in the footsteps of the revolutionaries and experience firsthand the power of faith and instill a sense of patriotism while traveling over mountains, across rivers, through wind, and through food.

5.2. Strengthening cultural propaganda and creating a red atmosphere

Since permeability and concealment are hallmarks of patriotism education for college students, schools and universities that want to spread red culture should construct their main campus with an emphasis on emotional indoctrination. The first is that red culture education ought to be implemented on campuses so that students can subtly develop their patriotism and experience the cultural ambiance. Colleges and universities in Mudanjiang, for instance, can actively participate in the Mudanjiang red culture on campus series of events, design the Mudanjiang red culture gallery in accordance with the school’s unique characteristics, and display posters, red slogans, cartoons, and other pertinent materials that convey the spirit of the Northeast Resistance League and anti-Japanese heroes like Zhao Yiman, Ma Jun, and Yang Zirong, so that the students will learn by heart and draw the valuable connotations of the red culture in the campus environment. School departments can also be encouraged to organize photography publicity competitions relying on school and red base platforms to tell the red story. The second is to take campus cultural activities as an entry point, organize and carry out thematic educational activities on major festivals, such as the founding of the founding of the army, the victory day of the war, the National Day, etc., and guide students to consciously participate in a series of activities. In order to pass down the red classics and make red culture a popular trend among college student groups, these activities should be carried out with the assistance of modern college students’ popular methods, such as short video production, Vlog filming, outing study, red cultural creation production, red song singing, etc.

5.3. Innovating classroom teaching and enriching the use of resources

The classroom is the most significant entry point for red culture on campus, and teachers serve as a vital conduit to convert red culture into instructional materials. However, the quality of patriotic education can only be enhanced by successfully integrating red culture into the classroom. First, there is a direct correlation between the impact of classroom instruction and the theoretical expertise of teachers. In order to expand the knowledge reservoir when it comes to teaching

red culture, educators should take the initiative to unearth and examine the red materials. Based on this, educators must also pay attention to the glorious deeds of the heroes of the revolution, integrate them naturally with the textbook's red cultural elements, create distinctive red readings and educational resources, and promote patriotic education in light of the unique qualities of each student. Second, creative ways to incorporate red cultural resources into the classroom, flexible use of technology, and a student-centered approach to patriotic education are all important. Establishing an online red culture classroom, establishing a "Internet + Red Thinking" classroom model, asserting their right to speak on the network of ideological and political education, utilizing artificial intelligence, virtual reality, WeChat public number, small programs to promote red cultural activities or set up practical assignments, extending teacher-student exchanges, and more are all options available to colleges and universities.

5.4. Forming a quality team to build a red brand

A group of cutting-edge organizations must support red culture if it is to "build a firm fortress" in colleges and universities, improve theoretical persuasiveness, and demonstrate its capacity to enlighten and nurture the heart. Colleges and institutions ought to set up a long-term training team and system first. Professional instructors should form the basis of a team in schools, with help from social science and philosophy teachers, administrative personnel, and psychologists. In addition to carrying out socialist core values education, idealism education, and other education for college students in a digitally empowered patriotic education style, the team members must continuously and thoroughly uncover local red cultural resources and patriotic themes. Second, in order to develop a red education brand with unique local features, colleges and universities should develop a distinctive red cultural education brand by using red cultural education as a hand, red cultural tourism as a method, and red bases as a carrier. For instance, Mudanjiang's colleges and universities can use the spirit of the Northern Resistance League to implement special classroom instruction, bring patriotic base leaders or model personnel to campus, and foster college students' patriotism by emulating the Northeast Resistance League's high standards.

6. Conclusion

In conclusion, red culture is and always will be the nation of China's greatest asset. China's educational system stands to gain much from the effective use of red cultural treasures. A successful integration of red culture into higher education can serve as a significant source of spiritual encouragement and patriotic instruction in addition to enhancing the vitality of red cultural resources. Colleges and universities must utilize the unique ideological qualities and rich patriotic educational value of red culture in order to further the cause of patriotic education for college students in the modern era. Only then will the Chinese nation's dream of strengthening its spiritual base be greatly revitalized.

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