

# Research on the Value and Path of Digital Empowerment of Red Cultural Resources for College Students' Ideological and Political Education

Jingshu Huang, Junhao Huang, Jianhua Cao

School of Marxism, Sichuan University of Science & Engineering, Zigong, 643000, China

---

**Abstract:** Under the inevitable trend of educational digital transformation, the digitalization of red cultural resources holds significant importance for the ideological and political education of college students. This article provides an overview of the digitalization of red cultural resources, analyzes the value implications of the digitalization of red cultural resources in empowering the ideological and political education of college students, and on this basis, explores the practical difficulties of the digitalization of red cultural resources in empowering the ideological and political education of college students. It then proposes optimization strategies for the digitalization of red cultural resources to empower the ideological and political education of college students, so as to enable the digitalization of red cultural resources to better assist in the ideological and political education of college students, inherit the red gene, and cultivate new talents of the times.

**Keywords:** Red Cultural Resources, Digital Empowerment, College Students, Ideological and Political Education.

---

## 1. Introduction

General Secretary Xi Jinping pointed out: "The Chinese path to modernization is one that promotes coordinated development of material civilization and spiritual civilization. We must carry forward China's fine traditional culture, make good use of red culture, develop advanced socialist culture, and enrich the people's spiritual and cultural life." [1]. "Protect and utilize the red resources well, and strengthen education on revolutionary traditions and patriotism." [2]. In the present era, the digitalization of red culture has become an important means for the inheritance and development of red culture. College students, as the backbone of national development, their ideological and political education is of utmost importance.

## 2. Overview of Digitalization of Red Cultural Resources

### 2.1. The Essence of Red Culture

Red culture refers to all the theoretical achievements, material culture and spiritual wealth accumulated and nurtured by the Communist Party of China through the combination of the basic principles of Marxism with China's specific realities, during its process of leading the Chinese people in the great endeavors of revolution, construction and reform. [3]. Red culture is the cultural expression of the Sinicization and modernization of Marxism. It is the cultural achievement produced under the guidance of Sinicized Marxism and is a cultural form with socialist attributes. The excellent traditional Chinese culture is an important source of red culture, and the two interact and promote each other.

### 2.2. The Connotation of Red Cultural Resources

The carrier of red culture is red cultural resources, and its inheritance code is red genes. These genes are deeply imprinted in various aspects such as red relics, red cultural relics, and red stories, carrying the spiritual strength of the

Chinese nation's unyielding spirit and courageous advancement. Red cultural resources are rich in content and extensive in scope, including red sites, battle sites, the residences of leaders, as well as red cultural products that emerged and were created during the revolutionary construction and reform processes. They also include red spiritual resources such as spiritual creations, literary works, and red songs led by the Communist Party of China in the process of leading China's historical development. [4].

### 2.3. The Connotation of Digitalization of Red Cultural Resources

The digitalization of red cultural resources refers to the process of integrating, interpreting and reconstructing red cultural resources through digital technology. This transformation enables red cultural resources to shift from objective physical entities to digital and virtual forms, providing students with a more vivid and three-dimensional immersive experience to immerse them in the historical context of red culture. It also stimulates students' emotional resonance and enhances the on-site effectiveness of the dissemination of red cultural resources. [5]. The digitization of red cultural resources possesses the characteristics of diversity, interactivity, convenience and innovation. The digitization of red cultural resources has brought profound changes to ideological and political education teaching, effectively promoting its advancement towards intelligence, modernization and digitalization, enabling the red genes to be better inherited and developed.

### **3. The Value Implications of Digitizing Red Cultural Resources for Enhancing Ideological and Political Education among College Students**

#### **3.1. Expanding the Teaching Resources for Ideological and Political Education of College Students**

The digitization of red cultural resources is of great significance for enriching the teaching resources of ideological and political education for college students. Firstly, digital technology can integrate red cultural resources. In the traditional model, red cultural resources are often scattered in museums, archives, libraries, and private collections across various places. The fragmented state of these resources has brought great difficulties to the collection and utilization of teaching resources for ideological and political courses. However, digital technology can break through this limitation by establishing large-scale digital databases, integrating various types of red cultural resources. For example, using cloud computing technology, historical materials, cultural relics information, and oral history from different regions related to the Long March of the Red Army can be uniformly stored and classified. College ideological and political teachers can conveniently obtain rich and systematic teaching materials related to the Long March through this database, providing comprehensive and detailed material support for telling the spirit of the Long March in ideological and political courses. Secondly, digital technology can rapidly disseminate red cultural resources. With the help of online platforms and new media tools, digital red cultural resources can break through time and space limitations and quickly spread to every corner. Schools can publish the digital content of red culture on campus networks, online education platforms, etc., making it convenient for students to access and study at any time and place. For example, creating exquisite red culture thematic web pages, which cover introductions to the deeds of revolutionary predecessors, classic red film clips, and red songs, etc. Thirdly, digital technology can update red cultural resources. New research results and newly discovered red stories can be quickly integrated into the database. This enables teaching resources for ideological and political courses to keep up with the times and maintain freshness and vitality, allowing students to access the latest and most comprehensive red cultural knowledge, and better inherit the red genes and shoulder the historical mission of national rejuvenation.

#### **3.2. Innovative Teaching Model for Ideological and Political Education of College Students**

In the context of educational informatization, the digitization of red cultural resources provides strong support for the innovation of the ideological and political education teaching model for college students. The hybrid teaching model of online and offline shows significant educational value. From the perspective of online teaching, the digitized red cultural resources create unlimited possibilities for enriching teaching scenarios. Through intelligent interaction technology, an immersive online learning environment can be created for students. Taking the construction of virtual online venues as an example, with the help of advanced technologies

such as virtual reality (VR) and augmented reality (AR), these venues can highly reproduce revolutionary historical scenes. Students can "enter" historical events from the perspective of participants, such as in the virtual Long March scene, experiencing the hardships of Red Army soldiers crossing mountains and grasslands, and feeling the indomitable will of revolutionary predecessors. This virtual experience integrates multimodal information transmission, covering visual, auditory, and even tactile stimuli, greatly enhancing students' perception depth of the connotation of red culture. At the same time, the teaching interaction function based on digital platforms is a key link in online teaching. On this platform, teachers can post stimulating discussion topics related to red culture, diverse learning tasks and exploratory questions. Students can participate in discussions in real time, share their insights on red culture, submit learning outcomes, and quickly receive targeted feedback from teachers. This online and offline hybrid teaching model comprehensively enhances the effectiveness and appeal of ideological and political education teaching for college students, promoting the inheritance and development of red culture in the educational context of the new era.

#### **3.3. Improving the Teaching Effectiveness of Ideological and Political Education for College Students**

The digitization of red cultural resources has brought multi-dimensional positive impacts on the improvement of the teaching effect of ideological and political education for college students. Firstly, in terms of enhancing students' interest, digital means bring red culture to life. By using multimedia technology, red stories are transformed into animations and micro films, vividly presenting the deeds of revolutionary predecessors. By applying virtual reality (VR) and augmented reality (AR), students can experience historical scenes firsthand, such as traveling through the tunnels of the tunnel warfare, experiencing the wisdom and courage of the military and civilians. This immersive feeling greatly stimulates students' enthusiasm for ideological and political courses, transforming them from passive recipients to active explorers. Secondly, the combination of meeting individualized needs and big data analysis further optimizes the educational effect. Based on big data analysis of students' browsing and interactive participation in different red cultural contents, teachers can tailor learning plans for students. For students interested in historical details, materials that deeply analyze the battle process are pushed; for students who have a preference for red literary works, during the development of ideological and political education for college students, by using red classic music, the basic principles of Marxism can be combined with China's specific revolutionary practices, demonstrating the self-improvement spirit of the Chinese nation in revolution and construction.[6]. This personalized teaching enables each student to deeply explore the connotations of red culture, enhance their understanding and identification of the content of ideological and political courses in universities, improve their moral qualities and national pride, and achieve the inheritance and internalization of red culture. Finally, digitization promotes the in-depth understanding and long-term memory of red culture knowledge. Through the integration and presentation of digital resources, red culture knowledge forms an interrelated system. For example, when introducing a certain revolutionary base area, there are not only textual descriptions,

but also maps, video materials of the lives of the soldiers and civilians at that time, and relationship diagrams of relevant historical figures, etc. This multi-dimensional presentation of knowledge helps students build a more complete knowledge framework in their minds, deepen their understanding of red culture knowledge, and facilitate the long-term and solid storage of red culture knowledge in their memory, thereby better applying it to the study and practice of ideological and political courses and enhancing the effectiveness of ideological and political education for college students.

## **4. The Realistic Challenges of Digital Transformation of Red Cultural Resources in Facilitating College Students' Ideological and Political Education**

### **4.1. Insufficient Development, Lack of Strength in Resource Expansion**

In the process of leveraging digitalization of red cultural resources to enhance the ideological and political education of college students, the issue of insufficient development is particularly prominent, and the intensity of resource expansion is significantly lacking. Firstly, universities lack systematic top-level design in the process of digitalizing red cultural resources. Universities often fail to plan the direction and path of digitalization of red cultural resources as a whole, resulting in a lack of guidance in the development process. Secondly, the current digitalization of red cultural resources presents a fragmented state and is not sufficiently systematic. In the era of information explosion, although there are numerous red cultural resources, they are mostly in fragmented forms existing on online platforms. These fragmented contents fail to form a complete knowledge system, making college students often only able to obtain partial and disconnected information when encountering red culture. For example, they may see some stories about revolutionary martyrs or introductions to a certain red base on different websites or applications, but these contents lack internal logical connections and systematic organization. This leads to students being unable to grasp the profound connotations and historical context of red culture as a whole, unable to deeply understand the significance of red culture in the development of the Chinese nation's history, and thus affecting the full realization of the value of digitalization of red cultural resources in the ideological and political education of college students. Furthermore, from the perspective of the diversity of resource types, the existing digitalized red cultural resources are not sufficiently rich in variety. Red cultural resources, as non-formal educational resources for moral education, have irreplaceable importance. The existing digital red cultural resources have not yet been transformed into effective digital educational resources that support moral education, and there are still a large number of physical forms of red cultural resources that need to be digitized.[7]. Apart from the traditional revolutionary historical themes, there is relatively little coverage of the inheritance and development of red culture in contemporary society, as well as the unique value of red culture in the international context. Due to the limitations of the development modules, the update speed of resources is also relatively slow, unable to keep up with the pace of the times and the changes in the thinking of college students in a timely

manner. This further reduces the matching degree between resources and the content of ideological and political education.

### **4.2. The Integration is Not Deep Enough, and the Degree of Combination Needs to Be Strengthened**

During the process of integrating digitalized red cultural resources into the ideological and political education of college students, there are some prominent problems, mainly manifested in low matching degree and entertainmentization. These issues seriously affect the effective integration of the digitalized red cultural resources with the educational content. Firstly, the matching degree between some red cultural resources and the content of ideological and political education for college students is relatively low. For instance, the digitalized red cultural resources in some universities mainly focus on the simple listing of local historical events, but fail to deeply explore the ideological value and educational significance behind these events, and cannot be closely linked with the content of ideological and political education regarding ideals and beliefs, moral qualities, etc. At the same time, due to the limitations of the development modules, the forms are also relatively simple, mostly consisting of text and pictures, lacking interactivity and appeal, and it is difficult to stimulate the enthusiasm of college students to actively learn and delve deeper, thereby affecting the effective performance of the role of digitalized red cultural resources in the ideological and political education of college students. On the other hand, the digitalization of red cultural resources has an entertainment-oriented tendency and lacks spiritual guidance. Especially, the combination with socialist core values is not tight enough. With the development of new media, some red cultural resources in the digitalization process overly pursue entertainment effects to attract attention. The adaptations or presentations of red stories overly focus on the fun of the form, while neglecting the solemnity and profound spiritual value carried by red culture. For example, some online works with red themes exaggerate serious historical events, although they increase attention to a certain extent, they dilute the core values such as the spirit of dedication and patriotism contained in red culture, which is not conducive to cultivating college students' correct worldviews, outlooks on life, and values, thus greatly reducing the role of digitalized red cultural resources in the ideological and political education of college students.

### **4.3. The Utilization Rate is Low, and the Application Efficiency Urgently Needs to Be Enhanced**

In the process of digitizing red cultural resources to enhance the ideological and political education of college students, the problem of low utilization rate seriously hinders the exertion of its effectiveness. This phenomenon is manifested at the levels of students, teachers, and universities. From the perspective of students, their awareness of red cultural resources is relatively low. In a diversified information environment, students tend to pay more attention to popular culture and other contents, and have insufficient understanding and appreciation of red cultural resources. They may not be clear about the profound value and rich

connotations contained in these digital resources, and lack the awareness to actively explore and utilize these resources, making it difficult for red cultural resources to be effectively disseminated and exert educational significance among the student population. At the teacher level, the problems mainly lie in two aspects. Firstly, the digitalization level of teachers is relatively low. Some teachers have limited mastery of digital technologies and are not familiar with how to fully utilize digital platforms and tools to integrate and present red cultural resources, which to a certain extent restricts the application of these resources in teaching. Secondly, teachers' concepts of using digital red cultural resources to empower the ideological and political education of college students are not deep. They may be more inclined to traditional teaching methods and contents, and do not fully realize the importance of digital red cultural resources in enriching teaching content and enhancing teaching effectiveness. In teaching design, they fail to integrate these resources as a key element. From the perspective of universities, the utilization rate of existing digital red cultural resources is not high. In terms of curriculum system planning, red cultural resource digitalization applications are not included in the complete curriculum system planning, resulting in a lack of systematic arrangement in teaching. Coupled with the constraints of various factors such as uneven digital skills of teachers, this leads to only a few excellent courses and demonstration courses having a small amount of application of digital red cultural resources. A large number of purchased digital red cultural resources are in an idle state, like "decorations", and have not been fully and effectively utilized, resulting in a great waste of resources and preventing the full display of the role of digital red cultural resources in the ideological and political education of college students.

#### **4.4. Insufficient Safeguards, and the Supporting System Still Needs to Be Improved**

In the process of digitizing red cultural resources to enhance the ideological and political education of college students, there are many problems that urgently need to be solved in the guarantee links and supporting systems. First, there is insufficient financial support. The digitization of red cultural resources is a long-term and complex project. Whether it is the collection and organization of red cultural materials, or the application of digital technologies, the establishment and maintenance of platforms, all require a large amount of financial investment. However, the current budget for colleges in this regard is limited, resulting in frequent shortages in the process of digitizing red cultural resources. For example, some colleges want to conduct high-definition digital scanning and restoration of precious red historical documents, but due to a lack of funds, they can only give up or lower the standards, which greatly affects the quality and completeness of the digitized resources and also makes the subsequent ideological and political education work lack high-quality material support. Second, there is a shortage of professional talents. The digitization of red cultural resources involves knowledge from multiple fields, requiring a combination of talents who understand the connotation of red culture and are proficient in digital technology, education theory, etc. However, the current reserve of such talents in colleges is seriously insufficient, making it difficult to promote the digitization work of red cultural resources in a high-quality manner. In the integration

with the ideological and political education of college students, there is also a lack of effective guidance and innovation, and the educational value of red cultural resources cannot be fully exploited. Third, the policy support system is not complete. Although red cultural education is widely valued, there is still a lack of targeted policy guidance and support for digitizing red cultural resources to enhance the ideological and political education of college students. The policies in terms of resource integration, departmental coordination, and evaluation mechanisms are lacking or insufficient. For example, in terms of resource integration, there is no clear policy guidance on how colleges, colleges and social institutions can collaborate to carry out digitization work, resulting in scattered resources and repeated construction; in terms of evaluation mechanisms, there is no reasonable policy to measure the improvement and optimization of the educational effect of red cultural resource digitization on college students' ideological and political education, which is not conducive to the continuous improvement and optimization of the work.

## **5. Strategies for Digitalizing Red Cultural Resources to Enhance the Ideological and Political Education of College Students**

### **5.1. Strengthen Resource Development and Optimize the Digital Platform for Sharing of Red Cultural Resources**

The establishment of a digital sharing platform is not only an inevitable requirement for promoting the digitalization of red culture, but also an important means to enrich the digital resources for ideological and political education.[8].To effectively address the current issues of insufficient digital development of red cultural resources and the lack of expansion efforts, it is necessary to take multiple approaches and strengthen resource development while optimizing the sharing platform. Firstly, in the aspect of top-level design, universities should form a planning team consisting of professionals from various fields such as education experts, historians, and digital technology experts. This team should deeply study the goals and requirements of ideological and political education for college students, and combine the characteristics of red cultural resources to formulate a comprehensive and systematic digital development strategy. Universities should clearly define long-term and short-term goals, establish key directions for digital resource development, such as focusing on important historical periods and typical revolutionary figures, and gradually expand to other aspects of red culture. At the same time, regular evaluations and adjustments of the development work should be conducted to ensure that the development direction closely aligns with the needs of ideological and political education, avoiding blind development. Secondly, to address the fragmentation issue, a unified digital integration platform for red cultural resources should be established. Universities should, in accordance with the functional tasks of the Research and Development Center for Higher Education of the Ministry of Education in the research, education, and publicity of red resources, plan to build a "Digital Platform for Red Education", using digital technology to illuminate red memories.[9].Universities, cultural institutions, the Ministry of Education and other relevant departments should unite to

collect scattered red cultural resources on the internet. Through the participation of professional scholars and educators, these resources should be sorted and classified based on dimensions such as the historical development of red culture and thematic classification. For example, they can be divided by periods such as the revolutionary war era and the socialist construction era, or classified around different revolutionary bases. On this basis, logical connections should be established for the resources, and isolated information points should be linked together to form a complete knowledge network. For instance, when introducing the deeds of revolutionary martyrs, information such as their historical background, the revolutionary organization they belonged to, and related battles should be associated, enabling college students to comprehensively and deeply understand, thereby enhancing their overall comprehension of the connotation and historical significance of red culture. Again, in terms of resource types and updates, the variety of resources should be widely expanded. Deeply explore cases of the inheritance and development of red culture in contemporary society, such as red tourism and red cultural creative products in the new era, to showcase the vitality of red culture in the present era. From an international perspective, study the dissemination and influence of red culture worldwide, compare revolutionary cultures in different countries, and highlight the unique value of our red culture. Establish a dynamic resource update mechanism, closely monitor the changes in contemporary hotspots and the ideological dynamics of college students. Additionally, strengthen cooperation with other universities, red culture research institutions, and social enterprises to achieve resource sharing and complementary advantages. Jointly carry out resource development projects to jointly explore new digital forms and contents of red cultural resources and promote the digital construction of red cultural resources to a higher level, so as to better empower college students' ideological and political education.

## **5.2. Strengthen the Educational Orientation and Build a Systematic System of Red Cultural Resources**

To overcome the problems of low matching degree between red cultural resources and the content of university students' ideological and political education, as well as the entertainmentization issue, it is necessary to construct a scientific and systematic resource system from multiple aspects. Firstly, for resource integration and matching, a comprehensive inventory of existing digital red cultural resources should be conducted. Through data mining technology, resources scattered in various places should be sorted out and classified and integrated based on the relevance of content and educational value. On this basis, efforts should be made to expand the development of modules. Not only revolutionary historical events should be covered, but also the spiritual connotations of red culture should be deeply explored, such as integrating the spirit of hard work and unity and collaboration reflected in red culture with the ideological belief education of university students, and connecting the moral norms in red culture with the cultivation of moral qualities of university students. Secondly, in terms of resisting the tendency of entertainmentization, the content review mechanism should be strengthened. A review team composed of red culture experts, ideological and political educators, etc. should be established to strictly review the digital red cultural content to be digitized. For the adaptation of red stories and

the creation of online works, it is necessary to clearly stipulate that they must be carried out under the premise of respecting historical facts and the spiritual value of red culture. Creators should deeply study the connotations of red culture and, while pursuing entertainment, pay more attention to the display of core values such as dedication spirit and patriotism. For example, when making red-themed animations, the great qualities of revolutionary predecessors who are willing to sacrifice for their ideals and beliefs can be highlighted in vivid pictures and plots. Finally, the educational effect of the digital integration platform of red cultural resources should be evaluated regularly. Based on the feedback, the organizational form and content focus of the resources should be adjusted to ensure that the digitalization of red cultural resources always adheres to the educational orientation and is closely integrated with university students' ideological and political education, playing a positive and far-reaching role in cultivating new era college students with ideals, morality, culture, and discipline. Through the construction of such a systematic red cultural resource system, the current situation of insufficient integration of red cultural resources into university students' ideological and political education can be effectively reversed, and red culture can truly become a powerful support for university students' ideological and political education.

## **5.3. Establish a Collaborative Mechanism to Enhance the Digital Education Effectiveness of Red Cultural Resources**

In the current era of diversified information, students are attracted by popular culture but pay insufficient attention to red cultural resources. Therefore, it is necessary to establish a collaborative mechanism among students, teachers, and universities to enhance students' awareness and utilization of red cultural resources through multiple approaches. Firstly, universities should innovate the forms of red cultural education promotion. By leveraging the advantages of new media platforms, they can create a red cultural communication matrix that combines entertainment and knowledge. For example, they can develop a series of red culture-themed short videos, each focusing on a red story or a revolutionary pioneer. Through vivid animations, captivating performances, and concise explanations, they can showcase the charm of red culture within just a few minutes. Furthermore, they should guide students to conduct independent learning of red culture. By setting up a red culture resource section in the school library, it not only includes traditional books and materials but also equips with digital reading devices to facilitate students' access to rich digital red cultural resources. Teachers can assign red culture-related course assignments or research projects, guiding students to actively utilize digital resources for data collection and analysis, and cultivating their autonomous learning abilities and in-depth understanding of red cultural resources. Secondly, teachers are crucial in the digital application of red cultural resources. Solving their problems requires addressing both skills and concepts. In terms of skills improvement, universities should collaborate with professional digital training institutions to offer training courses covering advanced applications of digital teaching platforms (such as establishing red culture teaching spaces), multimedia resource production techniques (creating PPTs, teaching videos), and the use of digital resource integration tools (data classification and retrieval). The training can be conducted in

various forms, including centralized lectures, online learning, practical operations, and case analyses. At the same time, establish mutual assistance groups to allow experienced teachers to assist other teachers. In terms of concept transformation, regularly organize teachers to participate in red cultural education seminars and academic lectures, inviting scholars and experts to share the integration of cutting-edge theories and practical experiences. Encourage teachers to carry out digital teaching research projects to experience the advantages of enriching teaching content and enhancing effectiveness. In the evaluation system, increase the proportion of assessment for digital teaching innovation, giving priority to teachers who effectively utilize resources and have good teaching effects in terms of teaching achievements rewards and professional title promotions.

Finally, as the leading entity of digital education of red cultural resources, universities should enhance the utilization rate of resources through curriculum and resource management. In terms of hardware facilities, increase investment and upgrade plans. Universities should conduct in-depth research on the connections between red cultural resources and various disciplines, and fully and systematically incorporate their digital applications into the curriculum system. For example, ideological and political courses can utilize digital resources to enrich cases, history and literature courses can incorporate red culture as an important content, and science and engineering courses can explore the scientific spirit and innovative elements within it and integrate them into the curriculum. Clearly define the teaching hours, goals, methods, and assessment methods for red cultural resource digital teaching in each course to ensure the systematicness and standardization of teaching. Encourage teachers to develop integrated red culture courses that cross disciplines, breaking down disciplinary barriers and enhancing the penetration of red culture in the curriculum system. In terms of resource management, establish a unified digital red cultural resource management platform, clear up and integrate purchased resources, and solve the problems of scattered resources and redundant construction. Assign professionals to be responsible for resource updates, maintenance, and classification management. Based on feedback from teachers and students, promptly adjust the resource structure, add high-quality resources, and eliminate poor ones.

#### **5.4. Strengthen the Guarantee Measures and Improve the Construction of the Support System through Multiple Channels**

Strengthening the guarantee measures and improving the supporting system is conducive to consolidating the digital foundation and is of great significance for empowering university students' ideological and political education through the digitalization of red cultural resources.

Firstly, government departments should strengthen policy guidance. They should formulate special policy documents specifically targeting the digital empowerment of university students' ideological and political education through red cultural resources, clearly providing guidance on aspects such as resource integration, departmental coordination, and evaluation mechanisms. In terms of resource integration, they should introduce policies to encourage cooperation alliances among universities and between universities and social institutions, unify digitalization standards for resources, and

achieve resource sharing and complementary advantages to avoid redundant construction. For departmental coordination, they should designate leading departments and clearly define the responsibilities and collaboration processes of each department in the digitalization construction of red cultural resources. In terms of evaluation mechanisms, they should establish a scientific and reasonable evaluation index system, including aspects such as university students' understanding, recognition, and practice of red culture, to measure the improvement degree of the effect of red cultural resource digitalization on university students' ideological and political education, and promote the continuous optimization of the work. Secondly, universities should actively expand funding sources. On one hand, they should reasonably adjust the budget structure of the university and appropriately increase the special funds for the digitalization of red cultural resources. They should scientifically plan the use of funds, giving priority to the implementation of work such as the collection, sorting, and key digital technology application and platform construction and maintenance of red cultural resources. On the other hand, they should actively seek external funding support. For example, they can cooperate with alumni organizations, foundations, and enterprises, and strive for donations or sponsorships. For the cooperating parties, they can provide rewards through naming rights, joint project achievements display, etc. At the same time, universities can jointly apply for government funds for cultural construction or educational innovation projects to enhance the competitiveness of the projects and ensure the smooth progress of digitalization work, so that precious red historical documents and materials can be successfully digitized and scanned and restored with high quality, providing high-quality materials for ideological and political education. Thirdly, universities should establish a specialized talent training mechanism. In terms of discipline construction, they should encourage relevant majors to offer courses or research directions that integrate red culture and digital technology and educational theory. For example, they can set up red culture digitalization courses in information technology majors, cultivating students who are both proficient in technology and understand red culture. At the same time, they should enhance the cross-disciplinary literacy of existing teachers through on-the-job training. In addition, they should actively introduce external talents, formulate attractive talent introduction policies, and recruit professionals with red culture research background and digital technology skills from society to enrich the university's talent pool. Strengthen talent team building, organize interdisciplinary teams to tackle red cultural resource digitalization projects, and enhance the professional and innovative capabilities of talents through practice, providing strong intellectual support for the integration of red cultural resource digitalization and university students' ideological and political education. [10]

## **6. Summary**

General Secretary Xi Jinping emphasized: "We should use new media and new technologies to energize our work, promote the high integration of the traditional advantages of ideological and political work with information technology, and enhance its sense of the times and appeal". In the context of the digital transformation of education, the digitization of red cultural resources holds significant importance for the ideological and political education of college students. It not

only carries rich value connotations, which can enrich teaching resources, innovate teaching models and improve teaching effectiveness, but also faces practical challenges such as insufficient development, insufficient integration, low utilization rate and inadequate guarantee. However, by implementing optimization strategies such as strengthening resource development, adhering to educational orientation, establishing collaborative mechanisms and enhancing guarantee efforts, we can effectively overcome these difficulties and better tap the potential of the digitization of red cultural resources. In the new era, we should actively promote the digitalization process of red cultural resources, fully utilize their role in ideological and political education of college students, deeply plant the red genes in the hearts of college students, cultivate more idealistic, responsible and inheritors of the red spirit of the new era, and inject continuous spiritual power into the great rejuvenation of the Chinese nation.

## References

- [1] Xi Jinping Emphasizes Showing Greater Responsibility and Achievements in the Revitalization of Northeast China in the New - Era and Striving to Create a New Situation for the Revitalization and Development of Liaoning [J]. Party - Building, 2022, (09): 5 - 7.
- [2] Xi Jinping Emphasizes Adhering to Reform and Innovation, Being Realistic and Pragmatic, and Striving to Write a Chapter of Hunan in Chinese - Style Modernization [J]. China Discipline Inspection and Supervision, 2024, (07): 4 - 5.
- [3] Xiaojing Ruan . Research on the Development and Utilization of Red Cultural Resources from the Perspective of Inheriting and Developing Excellent Traditional Chinese Culture [J]. Leading Journal of Ideological and Theoretical Education, 2017, (06): 143 - 147.
- [4] Yangyang Liu. Research on the Digital Development and Dissemination of Red Cultural Resources [J]. New West, 2024, (09): 66 - 68.
- [5] Hao Wu. Value, Dilemma and Strategy of Digital Red Cultural Resources Empowering College Ideological and Political Courses [J]. Journal of Yellow River Conservancy Technical College, 2024, 36(04): 89 - 93.
- [6] Teng Ma , Hui Ma . The Application of Red Songs in the Ideological and Political Education of College Students [J]. Art Evaluation, 2019, (16): 105 - 106.
- [7] Lihua Meng, Yuqi Tian, Xiao Cao. Exploration on the Construction and Application of Red Cultural Resources Based on the National Smart Education Platform for Primary and Secondary Schools [J]. China Educational Technology, 2024, (08): 87 - 93.
- [8] Shan Tian. Analysis of the Value and Path of Digital Red Cultural Resources Empowering College Ideological and Political Courses [J]. Leading Journal of Ideological and Theoretical Education, 2022, (07): 155 - 159.
- [9] Fangshu Luo. Exploration on Digital Empowerment of Red Resources for Education [J]. Party - Building and Ideological Education in Schools, 2023, (08): 33 - 35.
- [10] Xi Jinping. Xi Jinping on Governance of China: Volume 2 [M]. Beijing: Foreign Languages Press, 2017: 378.