

Investigation and Reflection of Red Culture into the Ideological and Political Education of Junior High School Students

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ABSTRACT

Red culture is rich in connotation, profound in value, and diversified in themes, and is an important resource for carrying out ideological and political education. Through the investigation and analysis of the D county area, on the basis of compiling questionnaires, reliability and validity tests, exploratory factor analysis, correlation analysis and regression analysis were carried out, and it was found that the current understanding of red culture among some students in the D county still needs to be improved and the red culture practice experience channel is single. In addition, through the verification of hypotheses, it can be seen that the publicity and practical experience of red culture have a positive impact on the integration of red culture into the ideological and political education of junior high school students. To this end, the proposed countermeasures include: enhance the sense of identity of red culture, enrich students' practical experience, and realize the combination of "online + offline" communication methods.

KEYWORDS

Red culture; Red culture education; Ideological and political education; Junior high school students

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has repeatedly proposed that we should do a good job in inheriting and promoting red culture, especially to give full play to the educational effect of red culture.^[1] Taking root in the red land, basing ourselves on the red culture, and integrating the red culture into ideological and political education have important theoretical value and practical significance. Therefore, this paper takes "junior high school students" as the research object, investigates the current situation of integrating red culture into the ideological and political education of junior high school students in County D, finds the existing problems in the local area, and puts forward relevant countermeasures for some problems, in order to provide some reference and enlightenment for ideological and political education through red culture in County D and even other provinces and cities in the country.

1 Research Overview

(1) Selection of research subjects

In this study, 643 questionnaires and 582 valid questionnaires were collected to 6 junior high schools in County D, with an effective recovery rate of 90.51%. Among them, the number of seventh, eighth and ninth grades surveyed accounted for 30.32%, 28.49% and 41.19% respectively; The proportion of men and women is 40.35% and 59.65% respectively.

(2) Research design and analytical methods

This study uses a self-compiled questionnaire to investigate the understanding of red culture, the development of red education and the practical experience of red spirit among junior high school students in County D, analyze the current situation of integrating red culture into the ideological and political education of junior high school students, explore the existing problems and put forward targeted countermeasures.

1) Preparation of questionnaires

This questionnaire is designed using Likert's five-level scale. The understanding of red culture, the dissemination of red culture, the practical experience of red spirit, and the effectiveness or satisfaction of integrating red culture into the ideological and political education of junior high school students were taken as first-level indicators.

2) Reliability and validity test

According to the data analysis in SPSS 23.0, the Cronbach's alpha coefficient of the questionnaire is $0.902 > 0.8$, indicating that the questionnaire has good reliability. Which shows that the validity of the questionnaire is ideal.

2 Analysis of Results

(1) Current situation analysis

1) Some students' awareness of red culture still needs to be improved

Red culture has gradually emerged in the practice of the Communist Party of China in leading the Chinese people's revolution, and it includes spiritual culture, institutional culture and material culture.^[2] According to the survey results, most students have a good understanding of red culture, such as when asked "what do you think red culture includes", 75.23% of students answered completely "red culture includes red culture spirit and works, revolutionary sites and heroic deeds", but nearly 30% of students could not answer completely. When asked about the role of red culture, nearly three-in-ten students answered "visit tourism and enjoy the scenery". This also reflects the insufficient understanding of red culture among some students in the current D county area, and it is the responsibility and obligation of every citizen to recognize, inherit, carry forward and disseminate the local red culture.

2) Red culture practice experience channel is single

The survey shows that the red culture education practice of junior high school students in the D county area is relatively single, and 69.52% of the students choose schools to hold red culture history lectures, and the channel for all-round red culture practice experience has not yet been formed. Therefore, it is urgent to enrich the ways of practicing and experiencing red culture.

(2) Exploratory factor analysis

For multiple indicators of different dimensions, the value of a question item is required to > 0.5 in that dimension and $0.5 \leq$ in other dimensions. After rotating the composition matrix, it is found that the value of each question item > 0.5 , so the 11 question items are retained.

(3) Correlation analysis

The Pearson correlation coefficient is used to calculate the correlation between the independent and dependent variables. First, the correlation coefficient between students' understanding of red culture and the dependent variable was 0.479, and $P < 0.01$; second, the correlation coefficient between school education and the dependent variable was 0.831 and $P < 0.01$; third, the correlation coefficient between the practical experience of red culture and the dependent variable was 0.851, and $P < 0.01$.

(4) Linear regression analysis

The specific analysis results are as follows: $R^2 = 0.773$, $F = 101.873$, and $P = 0.000$ in model 1, there are significant differences. The P value of the understanding of red culture in the first-level index was $0.83 > 0.05$, indicating that there was no significant difference between the two, indicating that there was no significant positive impact between students' awareness and satisfaction with red culture; the β values of the school's publicity of red culture and the practical experience of red culture were 0.536 and 0.412, respectively, and the P value was less than 0.01, indicating that there were significant differences between the two independent variables and the dependent variable.

3 Research Conclusions and Countermeasures

(1) Conclusion of the study

Based on the relevant analysis of the above research studies, the following conclusions can be drawn:

First of all, some students have insufficient understanding of red culture, their understanding of the value of red culture in educating people needs to be strengthened, their practical experience of participating in red culture is not enough, and the combination of local red culture and ideological and political education of junior high school students is not sufficient.

Secondly, the practical experience of red culture and the publicity of red culture education are conducive to improving the integration of red culture into the ideological and political education of junior high school students in County D. Based on this, schools must strengthen the publicity of red culture and give students a full range of red culture practice experience.

Finally, through linear regression analysis, it is found that there are significant differences in the use of red elements in school buildings, the use of new media such as the Internet for publicity, the school's publicity activities on heroic deeds, and the school's red-themed exhibitions, so schools can use "new media" (such as Douyin, Weibo) to strengthen the publicity of red culture and strengthen the integration of red culture into ideological and political education.

(2) Countermeasures for strengthening the integration of red culture into the ideological and political education of junior high school students

1) Enhance the sense of identity with red culture

Red culture is an important carrier for schools to carry out ideological and political education, and it is also an important content of student development in today's society. In the context of the development of the new era, in order to promote the development of society and the country and the great rejuvenation of the Chinese nation, it is necessary to "bind" our own destiny with the destiny of the nation and the country, so as to achieve common destiny, advance and retreat

together, and promote development. In addition, it is also necessary to prevent the invasion and infiltration of foreign hostile culture, resolutely defend the dominant position of China's excellent traditional culture and red culture, adhere to the guiding ideology of Marxism, dig out the heroic deeds from the red culture, and feel the hard work of the ancestors of the older generation. You can enhance your sense of identity with red culture by telling heroic stories and learning red culture well, and strive to achieve practical consciousness, and continuously inherit and carry forward the red spirit and red works in daily life, so as to enhance your own ideological realm.

2) Enrich students' hands-on experience

Enriching students' practical experience of red culture is the due responsibility of schools and teachers, and "the key to running a good ideological and political course lies in teachers"^[4]. On the one hand, cultivate students' interests. Students' interest in red culture is directly related to the effectiveness of red culture education, so schools and teachers can provide convenient platforms and places for students, encourage them to create some red cultural activities to enrich their spare time, gradually expand the coverage area of red culture, and make red culture visible and audible on campus. On the other hand, students are encouraged to take the red route again and experience the spirit of the red revolution. Schools and teachers can design and create a red cultural experience route, encouraging students to retrace red footprints, trace red memories, and inherit the red spirit as a class, so as to make revolutionary traditional education rich and effective^[5].

About the author

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