

Research on the Integration of Red Culture into Civics Teaching in Higher Education Institutions based on the Background of Education Informatization

-- Taking Hainan Province as an Example

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Abstract

In the background of the new era, the integration of red culture into the ideological and political education of higher vocational institutions not only enriches the ways of ideological and political education in colleges and universities, but also is an important strategy to strengthen the ideological and political education of college students. In this paper, on the premise of learning the value of using red cultural resources, we analyze the situation of using red cultural resources in the teaching of Civics and Political Science class in higher vocational colleges and universities, explore the problems and reasons of using red cultural resources in Hainan higher vocational colleges and universities, and put forward the measures of integrating red culture into the teaching of Civics and Political Science class in higher vocational colleges and universities based on the background of education informatization.

Keywords

Education Informatization; Red Culture; Civics Class; Teaching Research.

1. Introduction

Since the 18th National Congress, the Party Central Committee, with Xi Jinping as the core, has attached great importance to the work of nurturing people with red resources, and regarded the utilization of red resources and the study of Party and national history as our spiritual home and the foundation of our lives, raising it to the height of the overall situation of the Party and the national cause. Red cultural resources have distinctive spiritual temperament and specific regional cultural and spiritual qualities, and are high-quality teaching resources for ideological and political education of college students.

2. The Important Role of Red Culture in the Ideological and Political Education of Students in Higher Education Institutions

Red culture, which comes from the people and serves the people, is a valuable spiritual wealth for college students and an important resource for ideological and political education of college students in higher education institutions, guiding the correct direction and way forward for contemporary college students.

2.1. Red Culture Resources Enrich the Teaching Resources of Civics and Political Science Courses in Higher Education Institutions

Zhong Jiaquan believes that "red culture has the functions of ideal and belief education, patriotism education, collectivism education, hard work education and innovation spirit education." (Yannan Zhang, 2015) Red culture resources are rich in connotation, containing

advanced culture, noble morality and correct ideas, etc. The historical, cultural and political materials needed in teaching Civics and Political Science classes can find corresponding cases in red culture resources.

Hainan is rich in red cultural resources, higher vocational colleges and universities, as the main channel and main position to cultivate high-quality high-level technical and skilled talents for the construction of Hainan free trade port, make full use of local red resources, vigorously promote the revolutionary spirit of Qiongya, play a value-led role in the process of the construction of the free trade port, and gather strong spiritual force for the construction of Hainan free trade zone free trade port. Higher education institutions combine the characteristics of students' thoughts and the school's talent training goals, and make educational activities closer to students' psychology and actual life by visiting red bases and sites, watching red classic films that recreate war scenes, listening to red classic stories, singing red revolutionary songs, and holding a series of commemorative activities.

2.2. Red Resources Enhance the Effectiveness of Teaching Civic Education in Higher Vocational Institutions

The key to the effectiveness of ideological education activities depends on whether the educational activities can make students accept and form value identity. The practical teaching in the Civics and Political Science courses of higher education institutions occupies a large proportion, but in the process of implementation, due to class time, funding, organizational difficulties, limited resources and other reasons, resulting in the practical classes do not play a maximum role. With the extensive use of modern technical means, red cultural resources are also widely explored and exist in various forms in different platforms, using modern multimedia technology to move red base video materials, red scene pictures and objects into the teaching of Civics and Political Science class, combining extra-curricular practice with in-class practice, so that all students receive red education in a practical environment. For example, the classic red stories such as the Red Maiden and the history of Qiongya Revolution, these resources have a sense of historical weight and contain the beauty of life characteristics of courageous dedication, which can move students' hearts and inspire them to think about the value and meaning of life.

2.3. Red Cultural Resources Enhance the Function of Teaching and Shaping Civics and Political Science Classes

The core of ideological and political education in colleges and universities is the education of ideals and beliefs. Each event in the red cultural resources contains the revolutionaries' unremitting pursuit of ideals and loyalty to the party and the country; each object is a witness to history and has a strong infectious power. Especially in recent years, Hainan's relevant departments have developed and protected red cultural resources through various methods, actively broadening the channels of red culture dissemination and giving play to its own value. Civics teachers carry out red culture education through a variety of ways such as mixed teaching methods, so that college students can participate in it and empathize with it, which is conducive to firming up the ideals and beliefs of socialism with Chinese characteristics.

General Secretary Xi Jinping emphasized that the core values of a nation or a country must fit with the history and culture of that nation or country. Red resources unite national spirits, emotions and value pursuits, and provide a natural way for patriotism cultivation. By revisiting history, the spiritual connotation it carries has an edifying effect on college students and can sublimate their understanding of socialist core values, which is a high-quality resource for higher education institutions to cultivate and practice socialist core values. In addition, the red resources imply the pursuit of "independence" and "liberation" of the country and the revolutionary forefathers, the desire for "freedom" and "equality" of the society, and the desire

for "freedom" and "equality" of the society. "The integration of red culture resources into the teaching process is essentially a process of cultivating socialist core values for college students.

3. Analysis of the Current Situation of Integrating Red Culture into the Teaching of Civics and Political Science in Higher Education Institutions

At present, the educators of Civics and Political Science courses in colleges and universities highly affirm the value of red culture in nurturing people, and actively explore the development and utilization of red cultural resources, and have achieved certain results. However, they face some difficulties in the specific use of red cultural resources.

3.1. Internet Thinking Affects College Students' Perception of Red Cultural Resources

From the results of the data, most of the college students in Hainan do not know the red culture deeply enough, they only know some aspects slightly, they do not know much about the historical background, heroic deeds and major battles and so on, and their understanding of the spiritual essence, connotation and meaning of the red culture is still lacking, and they lack the sense of identity and pride. (Chen Wenyan, 2019)

With the deepening of informationization, the Internet has penetrated into all areas of college students' lives and studies, and numerous online platforms provide conditions for the free dissemination of information of different natures, among which there are analyses and comments on red history and heroic figures, and these comments have personalized and oriented characteristics, which affect the recognition of the value of red cultural resources for college students' thinking and political education. Especially for college students who lack rational cognition, when they see content disseminated by the media that contradicts the value concept advocated by the teaching of Civics and Political Science, they tend to preconceptually attribute the problem to simplicity, tend to believe in the network interpretation they see, and then question the value concept of red cultural resources, or more seriously, doubt and deny revolutionary history.

3.2. Insufficient Integration of Red Cultural Resources with Civics and Political Science Classes

In the teaching of Civics and Political Science classes, some teachers are stuck to the teaching materials and often choose resources from near and far, failing to vividly connect red cultural resources with students' practical life. For the way to integrate red culture mainly by theoretical indoctrination teaching methods, partly supplemented by relevant video broadcast. For example, when teachers tell a piece of red history, they focus on the development process of this history, use some vague vocabulary to describe it, simply encourage students to visit red culture sites, or prompt them with stories of red culture that happened, etc. This kind of shallow introduction to red culture resources and scenario reproduction will touch students, but it is difficult to inspire them to think deeply, and the value of red culture education is not effectively played, which affects students' learning enthusiasm.

3.3. The Overall Planning of Red Culture Education in Colleges and Universities is not Perfect

The Civic and Political Science courses in higher education institutions mainly include (in the case of specialists) Ethics and the Rule of Law and Introduction to Mao Zedong Thought and Socialism with Chinese Characteristics. When most colleges and universities offer the courses, usually each course teaching and research department has an independent team of teachers, and the usual preparation of lessons is carried out by the course teaching and research department, and the teachers of different courses lack communication and independent

preparation, resulting in the lack of systematization and fragmentation of the use of red culture resources in the teaching process of the Civics and Political Science courses. The survey results show that at present, Hainan colleges and universities carry out red culture education and propaganda mostly through the Civic Theory course, without linking up various disciplines, without cooperating with other organizations and departments of the school, without establishing a good exchange and cooperation mechanism with other colleges and universities, red education bases or social organizations to realize resource sharing. It is rather single and boring in the ways and means of promoting red culture. (Chen Wenyan, 2019).

4. The Use of Hainan Red Culture in the Teaching of Civics and Political Science in Higher Education Institutions

The development of the times has led to changes in the mode of education and teaching, and in the teaching of Civics and Political Science class, it is important to follow the concept of education informatization, change the teaching methods and enhance the teaching contents, which is important to enhance the effectiveness of Civics and Political Science class in educating people.

4.1. Enhance College Students' Identification with Red Culture

Social trends of thought are diversified, which bring great influence to the worldview, values and life pursuit of college students in China's higher education institutions. Colleges and universities strengthen historical education for college students, conduct lectures and organize visits to red culture bases and other places to enhance college students' sense of acquisition and identification with revolutionary culture. Teachers plan to organize and arrange for students to visit and study in red culture bases in their province during the festival, for example, students in Qionghai use the National Day to visit the statue of the Red Maiden and inquire about related history and culture, and mainland students use the holiday to visit the Hainan Provincial Museum. After returning to school, students are organized to show their practical activities through various forms, such as PPT and micro-video, etc. In this process students are very enthusiastic in participation and are well educated. In addition, the teachers of Civics and Political Science courses combine with the opening plans of higher education institutions and the situation of students to offer elective courses related to the content of red culture education, which provides an important way to cultivate students' historical view, sense of mission and identity.

4.2. The Art and Method of Integrating Hainan Red Resources into Theoretical Teaching of Civics and Political Science Class

Civics classroom in higher education institutions is the main channel for red culture education, teachers should start from the actual situation, combined with the characteristics of college students, the region's red culture content and course teaching content integration for teaching.

4.2.1. Strengthen the Overall Planning of Red Culture Education in Colleges and Universities and Enrich the Classroom Teaching Content

Red culture resources are rich and play a significant role in education in value leading, ideological education, moral education and cultural inheritance. In the process of theory teaching, how to play the role of red culture within the limited time and place, which requires effective integration and improve the effective use of red cultural resources. Civics teachers should first sort out local red cultural resources and tap their educational value. Through various ways such as the Internet, history museums and museums, they should strengthen the research of historical cases, clarify the red culture of the region and expand the theoretical knowledge points associated with the teaching objectives. Due to the different historical

backgrounds, red culture has different spiritual connotations at different stages, and even the form of its existence varies. There are ruins, as well as texts, audio and video products, etc. To scientifically use these living materials in teaching Civics courses, it is necessary for Civics teachers to have an overall and in-depth understanding of red culture, and to present the various forms of red culture to students with the help of digital media to inspire them to think and understand its deeper meaning.

4.2.2. Enrich the Organization of Classroom Teaching to Improve the Teaching Effect

To give full play to the educational function of red culture resources, it is necessary to find effective teaching methods suitable for students' learning in the teaching process. On the basis of studying the theoretical relevance of red culture and teaching materials, determine the teaching content according to students' needs and further design teaching programs that incorporate red culture resources. According to their own research, Civics teachers start from teaching methods such as case teaching method combining textbooks and current affairs, and introducing microfilms. In addition, teachers use thematic teaching according to teaching objectives, characteristics of teaching materials, in which they can involve students in classroom teaching through flipped classroom with the help of big data platform, etc. For example, when teachers explain the background of the formation of Mao Zedong Thought, they seize the combination of red culture and lecture content, use time as a clue, knowledge points as a guide, and red culture knowledge as a case to enrich teaching content and improve the depth and breadth of teaching.

4.3. The Use of Red Culture Resources in the Practical Teaching of Civics and Political Science

Practical teaching in Civics in higher education institutions accounts for a relatively large amount, practical teaching of Civics courses that can arrange practical teaching in the classroom, but also increase the teaching of off-campus practical activities.

4.3.1. Practical Teaching should be Feasible in the Selection of Content

According to the teaching objectives of the course and the characteristics of students, the actual situation of the school, such as practice bases, teachers have teaching resources and so on to choose teaching content. Fully explore and make use of red cultural resources to tell "China's red story" and attract college students to participate in the Civic and Political Science classroom. For example, in Chapter 3 of "Ethics and the Rule of Law" class, when we talked about the spirit of China, we organized a visit to Zhongkai Village in Lingshan Town, Meilan District, Haikou, where the historical relics of the Qiongya Revolution in Hainan come from, and there is a red flag of "Zhongkai Township Peasant Association in the second suburb of Haikou", which is the most powerful and important historical witness of the Qiongya Revolution. It is the most powerful and important historical object witness of the Qiongya Revolution, and was called "the treasure of the revolution in Hainan" by Premier Zhou Enlai. In the practical design, we studied the history and culture in advance, introduced the significance of the base, and designed situations to inspire students to think. After the visit, we organized students to communicate, review the history, learn the revolutionary ancestors love the party, patriotism, courageous spirit, but also inspire future generations to continue to move forward and actively participate in the construction of their hometown.

4.3.2. Strengthen the Construction of Practical Teaching Bases

There are five fixed and close off-campus practice bases in our school. The practice bases in Meilan Campus are Zhongkai Village Practice Base, Lin Yihua's former residence in Lanmei Village, and Hainan Provincial History Museum. The practice bases in Yunlong campus are the former residence of Feng Baikui in Changtai Village, Yunlong Town, Qiongsan District, Haikou City, and the former site of the Yunlong reorganization of the Qiongya Red Army. There is the

National Government Museum on campus, in addition to the Hainan Provincial Museum located on Guoxing Avenue, which is also one of the bases for our practical activities. In the daily work, we organize our student volunteers to manage the practice bases, and the party and government departments of the school pay attention to the situation of the bases and do a good job in maintaining the bases and developing the resources. In addition, with the opportunity brought by the new media, with the help of Hainan's various red culture bases, combined with the teaching needs of the Civic and Political Science course in colleges and universities, the formation of online learning offline exhibition, ideological and political education for students, so that students can receive the red culture without leaving the school.

4.3.3. Carry out Diversified Practical Activities

The ideological department and teachers organize various forms of extra-curricular practical teaching activities to enrich the campus activities of higher vocational institutions.

One is to carry out various forms of red culture activities with the help of campus student organizations (clubs). With the theme of red culture, carry out colorful campus activities, such as singing red songs, speech knowledge contest and other practical activities. Let our college students revisit the glorious deeds of our forefathers, accept the baptism of red culture, deepen their knowledge of red culture and enhance their ideological sentiment. Students can also make use of holidays to organize practical activities, such as in the class "Introduction to Mao Zedong Thought and Socialist Theory System with Chinese Characteristics", we organize students to carry out research activities on social issues and implement three rural activities, so that college students can personally hear the countryside and improve their ability to solve practical problems.

Secondly, we strengthen the connection with local memorials and revolutionary sites, and organize students to carry out off-campus teaching and practice activities. For example, our school uses the Hainan Provincial Museum of History to carry out practical activities about the class "Outline of Modern Chinese History". Our school selects outstanding students to be volunteers in the Museum of History and History, and organizes our students to carry out practical activities in the Museum of History and History. In the process of practice, through the explanation of the volunteers of the Museum, students can better understand the ideal beliefs and spiritual pursuit of the revolutionary ancestors and inherit the red gene of the revolutionary ancestors. In addition, our School of Marxism, together with the Party Branch of the School of Economics and Management, organized party activists to visit the revolutionary base in Mureishan, listen to revolutionary stories, and renew the oath of party membership together with the old Red Army.

Thirdly, teachers of Civic Studies make use of new media to open online learning and online worship, and invite the person in charge or researchers of red culture memorials to campus to conduct special reports to spread red stories and broaden red culture learning channels.

4.4. Building a Community of Teaching Resources for Civics and Political Science

The Action Plan of Education Informatization 2.0 of the Ministry of Education and the National Conference on Undergraduate Education in the New Era clearly point out to promote the deep integration of information technology and education teaching. Higher education institutions should establish a number of websites and public numbers with red genes on ideological and political education topics to broaden the scope of use and influence of red culture in ideological and political education.

First of all, the school can base on its own reality, and actively integrate red culture into the campus website construction, make full use of the party and government column in the official website of the school, and the departmental webpage of the College of Marxism, which can also

add a red culture column. Timely upload various advanced red culture resources in Hainan to develop students' learning horizons. Information professional staff help to improve the web design, increase the platform functions, such as adding chat comment area in the web page, etc., to provide space for students to think and express.

Secondly, teachers of Civics and Political Science can add catechism, flipped classroom, micro-video and other high-quality teaching resources to the development of teaching resources, so as to integrate red culture throughout the teaching process. Marxist colleges can set up public numbers and regularly push advanced culture, relevant teaching resources, and relevant managers can also actively guide students to discuss and analyze around current affairs, hot news, etc., thus correctly guiding college students' online opinions.

In addition to this, at this stage, many of our Civics class with the times, and actively explore the ways of online teaching. According to the relevant conversations, some teachers of Civics have a very in-depth understanding of Wisdom Tree and Nails, and make full use of them in the teaching of the course, bringing into play the teaching effect of Civics in the context of education informatization.

4.5. Improve the Comprehensive Ability of Civics Course Teachers

As teachers of Civics and Political Science should have a sense of urgency and mission of the times, and through their own efforts, they should constantly improve their overall personal quality. On the one hand, teachers of Civics and Political Science can grasp the integration of online teaching and offline classroom teaching. This requires teachers to constantly improve their online teaching ability and ability to master the online classroom, boldly try new ways of teaching, actively prepare lessons in class, research teaching methods, teaching content, and design teaching models suitable for student learning. At the same time, schools should carry out more training on smart teaching, improve teachers' online teaching ability in many ways, and flexibly use online teaching skills to make online teaching truly smart and make students more interested in learning. On the other hand, teachers should improve their personal "history" knowledge through various ways and strive to improve their knowledge reserve.

5. Conclusion

The rapidly developing wave of information technology provides opportunities for the inheritance and development of Hainan's red culture, reflecting the inherent requirements of Hainan's international tourism island planning. The local red culture of Hainan provides rich materials for the ideological and political education workers, and provides correct values for the college students in the new era to follow. The institutions of higher education must seize the opportunity to fully exploit and make use of the unique advantages of Hainan's red cultural resources, rely on the new media tools and virtual reality technology provided by information technology, create a reasonable and efficient teaching model for the ideology and politics course, actively explore the strategy of integrating red culture into course teaching, and open up a new path for the promotion and innovative transmission of Hainan's red culture in the context of the construction of the free trade zone. Let Hainan college students better understand Hainan, stimulate their love of the motherland, love Hainan, love socialism emotion, enhance the sense of mission to build Hainan, so as to cultivate more virtuous and talented builders and successors for the future development of Hainan.

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