

Research on the Path of Integrating Revolutionary Culture into College Curriculum Ideology and Politics

Qingwei Song, Wei Tang

School of Accounting and Finance, The Open University of Shaanxi, Xi'an, China

Keywords: Vocational education, enterprise digital transformation, path

Abstract: Revolutionary cultural resources contain rich revolutionary spirit and have important value in providing political and educational support. Faced with the grand goal of the great rejuvenation of the Chinese nation and the unprecedented changes in the world, promoting the revolutionary spirit, inheriting revolutionary culture, and enhancing cultural confidence require further exploration, analysis, and research of revolutionary cultural resources. Revolutionary cultural resources are vivid textbooks and carriers for universities to carry out ideological and political education in courses. Therefore, integrating revolutionary culture into ideological and political courses in universities can not only unleash the educational value of revolutionary cultural resources, but also enrich and develop the ideological and political education function of professional courses in universities. Chinese excellent traditional culture has the function of shaping personality, providing a solution with Chinese traditional wisdom for the fundamental question of "what kind of person to cultivate, how to cultivate people, and for whom to cultivate people". These cultural concepts that have been tempered by the times and passed down to the world are the inherent spiritual traits that college students in the new era should possess. Therefore, integrating excellent traditional culture into the curriculum of ideological and political education is of great benefit to universities in achieving the educational goal of "cultivating morality and nurturing talents"[1].

1. Definition of related concepts

1.1 Revolutionary

The most intuitive meaning of "revolutionary" refers to a color. In addition, the word "revolutionary" also has meanings such as auspiciousness, warmth, celebration, passion, fighting spirit, and revolution. In China, the expression of "Chinese revolutionary" contains people's love for revolutionary. In Western society, revolutionary is still revered by people and endowed with noble, powerful, and majestic meanings, as shown in Figure 1, the elements contained in traditional culture.



Figure 1: The elements contained in revolutionary culture

1.2 Revolutionary culture

Revolutionary culture is a special cultural form composed of a series of thoughts, concepts, values, spirits and behaviors created by the CPC by applying the basic principles of Marxism to China's practice. It is a concentrated embodiment of the nature and purpose of the Party, a concentrated embodiment of the Party's fine traditions and style, and a concentrated embodiment of the CPC's political and spiritual qualities, as shown in figure 2, Elements of Course Ideology and Politics.

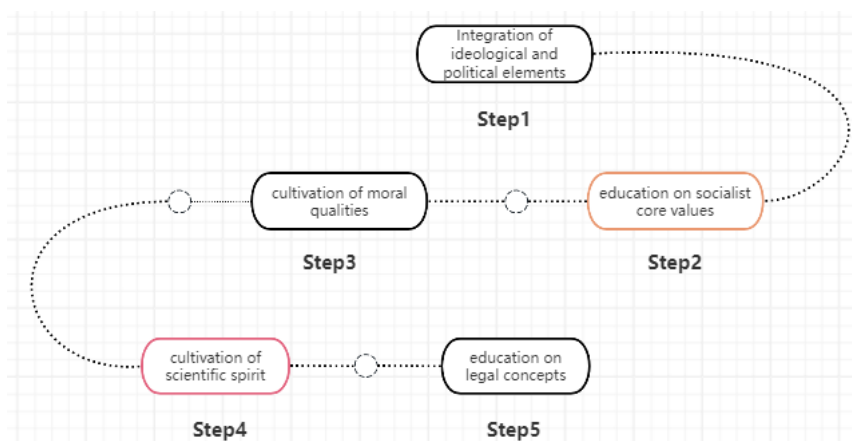


Figure 2: Elements of Course Ideology and Politics

1.3 Course Ideology and Politics

As a comprehensive educational concept, the core of ideological and political education in courses lies in integrating ideological and political education into various curriculum teaching, achieving a comprehensive education pattern for all staff, the whole process, and the entire curriculum. Specifically, it includes the integration of ideological and political elements, education on socialist core values, cultivation of moral qualities, cultivation of scientific spirit, and education on the concept of the rule of law. Aim to cultivate students' comprehensive qualities through the integration of various courses, achieving an organic unity of knowledge imparting, ability cultivation, and value guidance[2].

2. Overview of relevant theories

2.1 Theory of Comprehensive Human Development

In Marx's view, the core of comprehensive human development lies in the comprehensive development of human abilities. The realization of comprehensive human development is achieved through the continuous development of human abilities, and various human abilities are put into social practice activities. The comprehensive development of human beings clearly analyzes the relationship between human development and social development, that is, the comprehensive development of human beings refers to the full development of all the possibilities or potentials contained in themselves in the process of social production and development, including the healthy, sufficient, free, and harmonious development of physical and intellectual strength.

2.2 Collaborative Theory

Hermann Haken believed that the natural world is composed of multiple systems organized and

structured, with multiple subsystems within each system. Haken believed that in any complex system, each subsystem and its internal components undergo disordered and chaotic movements. If under a certain external energy, the subsystems or elements within the system interact and cooperate with each other, the system will form a self-organizing structure with certain functions, reaching a new ordered state, where the overall effect of the system is greater than the sum of the simple sum of the subsystems, that is, " $1+1>2$ "[3].

2.3 Environmental Theory of Ideological and Political Education

Starting from the object of ideological education, this paper examines the role of ideological and political education based on its influence and shaping of people's ideological and political morality. Some scholars believe that the environment of ideological and political education plays a promoting role in the formation and development of people's ideological and political morality, as well as an infectious and subtle role, a constraining and normative role. Some scholars believe that the environment has a significant impact on people's moral and psychological development. The environment exerts various surrounding forces on people, manifested in three types of forces: driving force, infectious force, and restraining force, as shown in figure 3.

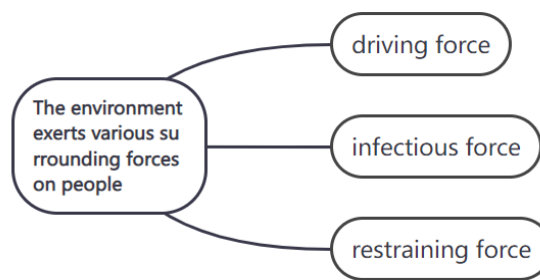


Figure 3: Environmental Theory of Ideological and Political Education

3. The dilemma of integrating revolutionary cultural resources into ideological and political education in university courses

Table 1: The dilemma of integrating revolutionary cultural resources into ideological and political education in university courses

Serial number	content
1	Insufficient integration of revolutionary cultural resources in the construction of campus revolutionary culture.
2	The content of revolutionary culture education lacks timeliness.
3	Revolutionary culture education has a single form and a rigid educational model.
4	Students have unclear and incomplete understanding of revolutionary culture.

Revolutionary cultural resources are a series of precious wealth accumulated by the CPC in the long-term revolutionary struggle, socialist construction and reform and opening up. Making full use of revolutionary cultural resources to carry out ideological and political education of professional courses for college students can expand the new direction of ideological and political education in colleges and universities, and enrich the content and form of ideological and political education in colleges and universities, as shown in Table 1 [4].

3.1 Insufficient integration of revolutionary cultural resources in campus revolutionary culture construction

University campus is an important place for college students to study and live, so campus culture construction is particularly important for college students. Although the integration of revolutionary cultural resources into ideological and political education in universities continues to deepen, some universities have failed to recognize the important moral education function of revolutionary cultural resources in campus cultural construction. The awareness of revolutionary cultural construction is relatively weak, and both school leaders and teachers and students lack awareness of revolutionary culture. In the construction of campus culture in universities, there is little content on the construction of revolutionary culture, and it cannot be said that the content of revolutionary culture construction is systematic. There are few "revolutionary broadcasts" on campus, and a series of activities on revolutionary culture theme education have not been carried out. Revolutionary research experts are rarely invited to give special lectures, organize revolutionary education seminars, and knowledge competition themes. Revolutionary theme education has not been combined with promoting and cultivating national spirit, strengthening education on civic morality construction in the new era, and building a socialist core value system. Revolutionary theme education has not been combined with daily education, and there is a lack of long-term mechanisms for revolutionary culture construction.

3.2 The content of revolutionary culture education lacks timeliness

In the education of revolutionary culture in universities, many institutions still focus on the materials of revolutionary years in terms of content, limited to the spirit of selfless dedication, the quality of hard work and endurance, and the style of hard work and simplicity. Although these are important contents of revolutionary culture, they are somewhat outdated, lack timeliness, and fail to fully demonstrate the characteristics of the times of revolutionary culture, lacking the necessary educational innovation[5].

3.3 Revolutionary culture education has a single form and rigid educational model

During the process of conducting research on universities, it was found that professional course teachers have not experienced difficult and arduous times, making it difficult for them to appreciate the nobility and glory contained in revolutionary cultural resources, resulting in insufficient understanding, exploration, and sufficiency of revolutionary cultural resources. The depth of integration into professional courses is not sufficient, and in practical teaching, students are only forced to watch revolutionary themed movies or visit revolutionary hero stories in person, which cannot truly resonate with them. Students just listen and forget, resulting in unsatisfactory teaching results.

3.4 Students have unclear and incomplete understanding of revolutionary culture

Post-2000 college students grew up in a peaceful era of relatively affluent material life, increasingly diverse social structure, and complex spiritual culture, which led to their unclear understanding of revolutionary culture. When conducting surveys and research, less than half of them choose to have a complete understanding of concepts and content such as revolutionary culture, revolutionary cultural resources, and revolutionary education, and the majority of them are humanities majors, with relatively fewer people in science and engineering majors having a complete understanding of revolutionary culture; A certain proportion of people have no

understanding at all. The outdated content and rigid mode of revolutionary culture education in universities have led to low sensitivity of college students to revolutionary culture, as well as low desire and enthusiasm for participation. As a result, some college students have resisted and developed a perfunctory attitude towards revolutionary culture[6].

4. Attribution of the problem of integrating revolutionary culture into the ideological and political dilemma of the curriculum

4.1 The concept of educating people needs to be further strengthened

Through the excellent traditional Chinese culture, colleges and universities fully demonstrate the significant advantages of the socialist system. Colleges and universities thoroughly implement the "three-pronged" education concept, build a "comprehensive ideological and political education" pattern, systematic planning, gathering multiple subjects, integrating multiple resources, and integrating multi-dimensional fields. Colleges and universities transform the Party's comprehensive leadership advantages, especially political advantages and organizational advantages, integrate into the construction advantages of "comprehensive ideological and political education", and build a clear, progressive and deepening curriculum ideological and political education system. Universities should leverage their disciplinary and talent advantages to create more high-quality ideological and political courses, fully leverage the collaborative effectiveness of schools, families, and society, mobilize the whole party and society to care for and support ideological education, stimulate the enthusiasm of all parties, and form a joint force[7].

4.2 The educational content needs to be further strengthened

The current integration of excellent traditional Chinese culture into ideological and political courses in universities has a certain degree of "antique" and "dull" phenomenon. This reflects that the ideological and political education curriculum has not timely and effectively absorbed and supplemented the theoretical innovation achievements of the Party and the spiritual wealth brought by social progress in terms of content. In addition, the theoretical education content of professional courses is not closely related to students' practical thinking, and the content appears hollow and abstract, lacking close integration with social reality. This reflects the deficiencies in the collaborative integration of revolutionary culture into ideological and political courses in terms of ideological and knowledge-based, traditional and modern, theoretical and practical, common and individual aspects.

4.3 The collaboration of educational subjects needs to be further strengthened

We need to improve the curriculum system, solve the problem of coordination between various courses and ideological and political courses, encourage teaching masters to give lectures in ideological and political classrooms, solve the problem of promoting complementarity between other faculty members and ideological and political teachers, promote the integration of ideological and political education in professional courses into the talent cultivation system, and give full play to the synergistic effect of integrating, embedding, and infiltrating moral education and talent cultivation. In recent years, although the construction of ideological and political education in professional courses has begun, there is a lack of cooperation mechanisms and communication platforms between professional teachers and ideological and political education teachers. Professional course teachers lack theoretical guidance from ideological and political education teachers on how to carry out ideological and political education in courses and how to explore

ideological and political elements in courses. Ideological and political education teachers have insufficient understanding of the knowledge system of professional courses and are unable to design teaching content and accurately carry out ideological and political education work for students with different professional backgrounds. The integration of ideological and political courses cannot effectively achieve the goals of "guarding a good channel, planting a good responsibility field", "walking in the same direction, and collaborating to educate people"[8].

4.4 The carrier of education needs to be further strengthened

The use of campus carriers is still insufficient. The excavation of on campus physical carriers that contain rich campus history and culture has not received sufficient attention, and sometimes even becomes a formality, failing to leave a deep impression in the hearts of students. For example, whether students understand the symbolism of school buildings; Whether the school emblem is appropriately worn on important occasions, whether cultural facilities such as museums, libraries, and cultural and historical centers on campus are fully utilized, and whether relevant cultural and educational activities are regularly carried out to fully utilize their educational functions, as shown in table 2, the attribution of the problem of integrating revolutionary culture into the ideological and political dilemma of the curriculum.

Table 2: Attribution of the problem of integrating revolutionary culture into the ideological and political dilemma of the curriculum

Serial number	content
1	The concept of educating people needs to be further strengthened
2	The educational content needs to be further strengthened.
3	The collaboration of educational subjects needs to be further strengthened.
4	The carrier of education needs to be further strengthened.

5. Effective application of revolutionary culture in ideological and political education courses in universities

To effectively apply revolutionary culture to ideological and political practice activities in university courses, it is necessary to first combine it with the ideological and political elements in the curriculum. Secondly, revolutionary culture education methods must be used to influence the implementation effect of ideological and political education in the curriculum and enrich the innovation of teaching methods. At the same time, it is also necessary to offer courses with revolutionary cultural characteristics, using professional courses to better integrate and showcase the rich spiritual connotations and diverse forms of revolutionary culture[9].

The overall goal of higher education is to cultivate students' moral character, and the achievement of this goal is the result of the joint efforts of various departments including teaching, research, management, and logistical support in the entire university. Especially in curriculum teaching activities, it is the "main battlefield" for student education. However, for a long time, many students and teachers have recognized that only the teaching activities of ideological and political theory courses are aimed at students' moral education and "three values" education, and professional courses should focus more on the imparting of professional theoretical knowledge. This understanding is narrow. To build a high-level talent cultivation system, it is necessary to integrate the ideological and political work system, focus on curriculum ideological and political construction, and solve the problem of 'two skins' of professional education and ideological and political education. The construction of ideological and political education in university courses is urgent.

The key issue in promoting ideological and political education in courses lies in the exploration of ideological and political elements by professional course teachers. Revolutionary culture itself is a natural element of ideological and political education. The combination of revolutionary culture and ideological and political elements in the curriculum is to enable teachers to deeply explore the ideological and political factors and revolutionary cultural genes contained in the knowledge system and value system of various courses, so that they can jointly play the role of cultivating morality and nurturing people.

The elements of patriotism, dedication, civilization, integrity, innovation, and truth-seeking in ideological and political education are the core elements of the connotation of revolutionary culture, and also the value goals for the continuous inheritance and development of the spirit of revolutionary culture. The integration of revolutionary culture and ideological and political elements is beyond doubt, and revolutionary culture can provide good evidence and explanation for ideological and political elements.

6. The operational approach of integrating revolutionary culture into university education practice

The integration of revolutionary culture into ideological and political education activities is to rely on universities, which are important places for ideological and political education, to use revolutionary culture to guide the values, inspire emotions, and cultivate the spirit of college students. The aim is to use revolutionary culture to shape students' character, so that they can improve their moral cultivation and cultivate their values and spirit through the influence of revolutionary culture. To realize the ideological and political education value of revolutionary culture in contemporary times, it is necessary to follow certain operating principles and methods, and promote its effective realization through the construction of guarantee systems, innovation of educational carriers, and collaborative evaluation mechanisms, as shown in Table 3[10].

Table 3: The operational approach of integrating revolutionary culture into university education practice

Serial number	content
1	Inspire endogenous motivation and improve the development guarantee mechanism.
2	Deepen the curriculum carrier and extend the theoretical tentacles of "curriculum ideology and politics".
3	Optimize the evaluation mechanism of cultural education curriculum and ideological and political collaborative education.

6.1 Inspire endogenous motivation and improve the development guarantee mechanism

Universities should introduce supporting measures, improve the quality assurance of educational subjects, and enhance incentives for teachers. The integration of revolutionary culture into ideological and political education in university courses must rely on teachers as the main body of education, who can shoulder the heavy responsibility of ideological and political education in universities, correctly understand the ideological connotation of revolutionary culture, be willing to promote and inherit revolutionary culture, correctly grasp the direction of social public opinion, consciously resist the ideological erosion of various negative online information, and create a network public opinion atmosphere conducive to realizing the great rejuvenation of the Chinese nation and the "Chinese Dream". Create more conditions for teachers to participate in training and

social practice activities, to enhance their understanding of the world, national conditions, party, society, and people, and to broaden their thinking and perspective.

The composition of the teaching staff should be diverse, not limited to ideological and political education teachers, but should include counselors, professional course teachers, and related administrative staff in the teaching staff of revolutionary education, as fixed personnel to participate in the practice of revolutionary culture education in universities. In addition, well-known experts and scholars in the study of revolutionary culture can also be included in the teaching staff of revolutionary culture education in universities, allowing experts and scholars to participate in the guidance of revolutionary culture education activities in the university.

6.2 Deepen the curriculum carrier and extend the theoretical tentacles of "curriculum ideology and politics"

Course ideological and political education is not just about the ideological and political transformation of the curriculum, nor is it simply about adding courses or activities. It is committed to deeply integrating ideological and political education into various aspects and links of teaching and reform in universities, so that every course contains the essence of ideological and political education. Its goal is to make ideological and political education shine like sunshine and air, achieving a silent and subtle educational effect. When promoting the reform of ideological and political education in courses, universities should apply the principle of contradiction and unity, properly handle the dialectical relationship between "course ideological and political" and "ideological and political courses", and fully stimulate the educational awareness and ability of professional course teachers. Universities break the discipline barriers, integrate ideological and political elements into the teaching of professional courses, insist on the simultaneous advancement of ideological and political courses, and implement "full course education", which helps to enhance the sense of theoretical immersion.

6.3 Optimize the evaluation mechanism of cultural education curriculum and ideological and political collaborative education

On the one hand, it is necessary to evaluate the emotional attitude and ideal beliefs of teachers in participating in the collaborative education of "curriculum ideology and politics". The key to evaluation lies in whether teachers can choose effective methods to carry out teaching work, whether they can work together from national, international, cultural, historical and other perspectives to expand the breadth and depth of the curriculum, whether they can firmly resist the infiltration and corrosion of Western ideology and dare to show their swords to erroneous trends, and help college students fasten the first button of their lives.

On the other hand, the improvement of students' ideological and political literacy is a long-term process that is influenced by various factors such as teachers' teaching methods, teaching attitudes, daily ideological and political education, and peer influence. Therefore, schools should actively improve and innovate their evaluation methods for students, focusing on students and tracking their ideological dynamics at different stages. In addition, attention should be paid to the design of the evaluation system, which should comprehensively evaluate students' ability to grasp and apply ideological and political education knowledge, their sense of social responsibility, political discernment, legal awareness, understanding of socialist core values, as well as their emotional, attitudinal, and value development. It is necessary to avoid utilitarianism and adjust evaluation indicators in a timely manner.

7. Conclusion

To effectively apply revolutionary culture to ideological and political practice activities in university courses, it is necessary to first combine it with the ideological and political elements in the curriculum. Secondly, revolutionary culture education methods must be used to influence the implementation effect of ideological and political education in the curriculum and enrich the innovation of teaching methods. At the same time, it is also necessary to offer courses with revolutionary cultural characteristics, using professional courses to better integrate and showcase the rich spiritual connotations and diverse forms of revolutionary culture.

Acknowledgement

1) Research Project on Network Ideological and Political Work in 2024: Study on the Path of Integrating Shaanxi Revolutionary culture into Network Course Ideological and Political Education (Project Number: 2024WS-A04);

2) This work was supported by the "Research on the Training Model of New Business Applied Talents in Higher Vocational Colleges under the Background of Digital Economy Transformation", Shaanxi Institute of Education Sciences,(Project No. SGH23Y3098);

3) Research Project of China Vocational and Technical Education Society's 2024 Branch: Strategy Research on Empowering Enterprises with Digital Transformation through Vocational Education (Project No.: ZJ2024B072);

4) "Integration of Industry and Education, School Enterprise Cooperation" Education Reform and Development Project of China Electronic Labor Society in 2024: Research on the Reform of Craftsmanship Talent Training Mode under the Background of School Enterprise Cooperation (Project No.: Cea12024156);

5) The "Digital Empowerment Education" project of the Chinese Association for Adult Education in 2024: Research on the Path of Digital Transformation Empowering University Teaching Work (Project No. 2024-SJYB-076S);

6) Special Project of "Teacher Research and Development" in the "14th Five Year Plan" of the China Tao Xingzhi Research Association for 2024: Research on the Path of Promoting the Integration of Industry and Education in New Business in Higher Vocational Colleges in the New Era (Project No.: ZTHJS2024146);

7) Research project of Shaanxi Open University (Shaanxi Industrial and Commercial Vocational College) in 2024: Research on Promoting the deep integration of "Four chains" in Shaanxi (2024KY-B04);

8) Xi 'an Social Science Fund in 2024: Research on Xi 'an's Promotion of the Deep Integration of Innovation Chain Industrial Chain Capital Chain Talent Chain (24GL04);

9) Project of Shaanxi Institute of Education Science in 2024: Study on the Revolutionary Classroom Model of Core Curriculum for Finance and Accounting Majors in Higher Vocational Colleges (SGH24Y3130);

10) Research project of Data Analysis Education and Training Committee of Chinese Adult Education Association in 2024: Construction of Digital Competency Evaluation Model and Coping Strategies for Open Education Teachers (2024-SJYB-074S);

11) Project of China Electronic Labor Society in 2024: Construction of Digital Competency Evaluation index System of higher education Teachers and research on Improvement Path (Ceal2024155);

12) 2024 Chinese Educational Accounting Association Project: Research on Optimization Strategy of University Budget Performance Management (JYKJ2024-007MS);

13) Scientific Research Program Funded by Shaanxi Provincial Education Department (Program

No.22JZ017)

14) 2023 National Open University Key Research Project: Open University Comprehensive Budget Performance Management Research (Z23B0017);

15) 2023 Research project of Shaanxi Open University (Shaanxi Industrial and Commercial Vocational College): Research on Digital Learning Achievement Certification of Higher Continuing Education (2023KY-A05);

16) 2023 China Adult Education Association 14th Five-Year Educational Research Planning project: Research on Adult Continuing Education Learning Achievement Certification based on block-chain technology (2023-019Y);

17) Research topic of Internet Ideological and Political Work in 2024: Research on the Path and Mechanism of Internet Course Ideological and Political Construction for Higher Vocational College Students Empowered by Digital Technology (2024WS-A03);

References

- [1] Zhou Yanhong. *Research on the Construction of a New Pattern of "Big Ideological and Political Courses" in Universities from the Perspective of Three pronged Education* [D]. Nanchang University, 2023.
- [2] Zhu Xiansu, Yang Wei. *Exploring the Practical Path of Promoting the Construction of "Great Ideological and Political Course" in the New Era* [J]. *China Higher Education*, 2022, (Z2): 40-42.
- [3] Chen Shirun, Li Genshou. *On the Social Value of Revolutionary culture*[J]. *Ideological and Political Education*, 2019, 6.
- [4] Hu Yang, Wang Yong. *A Brief Discussion on the Path of Integrating revolutionary Cultural Resources into Ideological and Political Education in Colleges and Universities* [J]. *School Party Building and Ideological Education*, 2020, 08.
- [5] Zhang Youwu. *The value and implementation dimensions of integrating revolutionary cultural resources into ideological and political education in universities* [J]. *Educational Theory and Practice*, 2022, 6
- [6] Liu Mingsheng, Zhang Tianxue. *On the Basic Principles and Fundamental Compliance of Constructing the "Great Ideological and Political Course" in the New Era* [J]. *Journal of China University of Mining and Technology*, 2022, 9
- [7] Yang Zhicheng. *To make good use of the 'Great Ideological and Political Course', one must have great emotions*[D]. *People's Education*, 2022
- [8] Zhang Xian. *Path and Strategy for Promoting the Construction of "Ideological and Political Courses"* [J]. *Reference for Middle School Political Teaching*, 2024, 2.
- [9] Zhang Wenjing. *Strengthening the Soul Building Project and Teaching the 'Great Ideological and Political Course'* [N]. *Tianjin Daily*, 2024
- [10] Zhang Wenqiang. *Research on Building a Collaborative Mechanism for Ideological and Political Education in Higher Education Institutions* [J]. *Journal of the National Institute of Education Administration*, 2019, 3.