

The Application of Red Cultural Resources in History Education

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Abstract: The discipline of history, as a discipline that introduces China's thousands of years of development, involves a lot of red revolution period of history, is an important way to cultivate students' historical awareness and national pride, but also an important channel to inherit red culture. However, due to the limited content of history, the charm and value of red revolutionary culture cannot be fully displayed. Therefore, teachers should strengthen the exploration and in-depth interpretation of red cultural resources to help students better understand red culture, establish correct values, and cultivate students' correct political accomplishment and patriotism. This paper aims to explore the application path of red cultural resources in history education, hoping to provide theoretical support and practical guidance for improving the quality of history education and inheriting red culture.

Keywords: Red cultural resources; History education; Apply

Introduction

Red cultural resources, as our outstanding traditional culture and historical cultural resources, are the basic contents of displaying our outstanding revolutionary cultural spirit and party history cultural education. In recent years, China has gradually increased its attention to red culture education. According to the new curriculum standards of history, the 14th Five-Year Plan for National Economic and Social Development of the People's Republic of China (2021-2025) and the Outline of 2035 Vision Goals and other documents, it is clearly proposed to strengthen Party history education and red culture education. Guide young people to establish firm socialist ideals and beliefs. The discipline of history has also become the basic discipline for carrying out education on red cultural resources. It is not only necessary to strengthen the teaching of the development process of the Red Revolution in history textbooks, but also to strengthen the mining of red cultural resources with revolutionary heroes and revolutionary struggles as the core, so as to be closer to the reality of students' lives, stimulate their emotional resonance, and improve their understanding and cognitive ability of history. Guide students to form a correct historical attitude and values, and cultivate their patriotic feelings and national pride.

1. Strengthen the mining of red cultural resources and enrich the teaching content

1.1 Take the content of teaching materials as the core, dig deep into the red cultural resources

As the main resources that teachers rely on to carry out red culture education, history textbooks themselves contain a lot of red culture resources, but the content is limited. Therefore, teachers should take textbooks as the core and carry out in-depth excavation of red culture resources. In particular, representative stories of red culture and celebrities of red culture are selected so that students can have a deeper understanding of the historical background, important events and heroes of the revolutionary struggle. For example, when teaching the Opium War in the eighth grade history textbook, the Opium War is the beginning of China's modern history. Besides introducing the content of the textbook, teachers can also dig out Lin Zexu's life and actions to resist opium on the basis of Lin Zexu, and show students the darkness and chaos of our society under the influence of opium at that time. To help students better understand why the Opium War is the beginning of our modern history, and understand the development challenges faced by our country at that time, while many Chinese people still have a sense of resistance and resistance, enhance students' perception and understanding of historical events and heroic stories, and better understand and feel the value and significance of red culture.

1.2 Excavate the development history of local red revolution to stimulate students' interest in learning

During the decades of revolutionary war in China, all parts of China have their own red revolutionary history and struggle events, and have retained a rich cultural heritage related to revolutionary struggle and revolutionary history, such as red Revolution memorial sites, memorial halls, revolutionary cultural relics, red cultural and artistic works, etc. Teachers can also use the local revolutionary background as the basis for the excavation of red cultural resources. Excavating the local red cultural resources is more in line with the actual life of students, helping students to understand and experience the history of our country's revolution more deeply, and stimulating their interest and love for history. Teachers can dig deep into and record local red revolutionary history by organizing students to investigate and interview the older generation of revolutionaries, etc. Teachers can also develop school-based history courses with local revolutionary history as the core, so that students can understand the revolutionary history of their own region and enhance their sense of historical belonging and pride. Teachers can also organize students to visit the memorial sites and memorials of the Red Revolution to personally experience and understand the historical scenes and heroic deeds of the Red Revolution. By watching exhibitions, listening to explanations and participating in interactive activities, students can have a deeper understanding of the historical background, battle process and great significance of the Red Revolution, and stimulate students' interest in learning.

2. Innovative teaching methods to deepen students' understanding and cognition of red culture

2.1 Use multimedia to create red cultural education situation, perceive historical emotion

Situational teaching method allows students to feel the atmosphere of revolutionary struggle, understand the emotions of heroes, and deepen their understanding of red culture in real revolutionary situations. Teachers can use pictures, audio, video and other resources in the revolutionary period of multimedia equipment to present historical events and characters of red culture to students, vividly reproduce historical scenes, and enhance students' perception and understanding of red culture. For example, when teaching the May Fourth Movement, The movement also mainly introduced the revolutionary struggle launched by the youth in the face of the failure of Chinese diplomacy at the 1919 Paris Peace Conference. Teachers could show the students that the young students faced the oppression at that time, and through demonstrations, strikes, and petitions, the then Beiyang government suspended the signing of the contract. Teachers can also organize students through virtual reality equipment to let students feel the real experience of historical events, especially feel the spirit of tenacious resistance in the face of war, deepen students' emotional cognition of China's revolutionary history, and cultivate students' patriotic feelings.

2.2 Use group discussions, debates, etc., to develop students' critical thinking

In history teaching, teachers can also organize students to have group discussions and debates on relevant red culture topics, stimulate students' thinking and critical thinking, and enable them to understand and analyze the meaning and value of red culture from different perspectives. For example, when teaching "Hundred Days' Reform", teachers can organize students to discuss the reasons for the failure of Hundred Days' Reform, encourage students to conduct independent research by using resources such as libraries and the Internet, let them have a thorough understanding of the development background of Hundred Days' Reform, the development process of events and relevant people, and have a comprehensive understanding of the development process of Hundred Days' Reform, and organize students to discuss and analyze. Introduce their own understanding of the failure of the Hundred Days' Reform, so that students can deepen their understanding and cognition of revolutionary events in mutual exchanges and discussions, and cultivate students' good ability of independent learning and critical thinking. Teachers can also design a debate competition with the Hundred Days' Reform as the core, allowing students to explain their understanding of the causes of the failure of the Hundred Days' Reform in small groups, and expand their thinking and vision in the debate, so as to deepen their understanding of revolutionary events.

3. Design interesting after-school practice activities to expand the content of red culture education

In addition to classroom teaching activities, teachers can also design interesting and diversified extracurricular activities to encourage students to deepen their understanding of red revolutionary culture through practical activities and expand the content of red cultural education. Teachers can organize students to visit the red culture theme exhibition, through the guidance of multimedia and commentators, as well as the red Revolution related pictures, cultural relics, objects, etc., so that they can personally feel the historical value and influence of red culture, so that students can learn more about the background and stories of red culture; Students can also be encouraged to participate in red culture creation activities, such as writing articles related to red culture, drawing paintings

themed with red culture, etc., especially with a certain historical event as the core, sorting out relevant characters and background, etc., to create stories, and organizing other students to jointly perform the play. By collecting more red revolutionary events for independent creation, students have a deeper understanding of the connotation and spirit of red culture. In addition, the creation activities are interdisciplinary integration of history, Chinese, fine arts and other disciplines to cultivate students' expression ability and artistic accomplishment. In addition, China has also created many film and television works related to revolutionary events, such as Long March, Leader, and Lurk, etc. Teachers can also organize students to watch historical film and television works related to red culture, so that students can perceive historical emotions, understand the historical background and significance of red culture, and guide students to analyze the historical authenticity and artistic expression techniques in film and television works. Develop their critical thinking and analytical skills.

In addition, in recent years, China has issued a number of documents requiring the strengthening of students' red culture education, local education bureaus have also actively implemented the spirit of China's General Assembly, the Party's education policy, etc., requiring local education departments to strengthen the inheritance of red culture and education, such as "inherit red genes, strive for the new era" and other practical activities, teachers can also use these activities. Or take advantage of the May Fourth Youth Day, National Day, 918 Incident, National Martyrs' Day and other anniversaries to organize students to participate in practical activities such as tomb sweeping, visiting red revolution sites, carry out lectures, exhibitions, speech competitions and other activities on the theme of red culture, and invite red culture experts and revolutionary veterans as lecturers or guests. Let students have an in-depth understanding of the background, connotation and influence of red culture, and stimulate their interest and love for history.

Peroration

The application of red cultural resources in history education is of great significance. Through the use of red cultural resources, students can stimulate their interest in history and enhance their patriotic feelings and national pride. In the teaching process, teachers should strengthen the excavation of red cultural resources such as the stories behind historical events and the history of local red revolution, enrich the teaching content, and adopt interesting and diversified teaching strategies to strengthen the education of red cultural resources, such as cultivating students' critical thinking ability by means of group discussion and debate. Teachers can also design interesting after-class practical activities. Expand the content of red culture education, help students better understand historical events, people and backgrounds, and integrate red cultural resources into their learning, so as to make history education more lively and interesting, and cultivate students' patriotic feelings and historical awareness.

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