

Exploration on Education Path of Rural Red Cultural Resources from the Interdisciplinary Perspective

Siya BIAN¹, Xuan JIA¹, Xiejun CHENG^{2*}

1. School of Liberal Arts, Jiangsu Second Normal University, Nanjing 211222, China; 2. Business School, Jiangsu Second Normal University, Nanjing 211222, China

Abstract The red cultural resources in rural areas bear the heavy historical and spiritual strength, and are the key rich ore and spiritual pillar in the field of education. This study discusses the connotation of red culture resources and the current situation of educating people, and then analyzes how to integrate interdisciplinary learning theory into red culture to enhance the value of educating people. On this basis, it proposes to explore the educational path of optimizing rural red cultural resources from an interdisciplinary perspective by integrating multi-disciplinary knowledge and red cultural resources.

Key words Interdisciplinary perspective, Rural red cultural resources, Education path

0 Introduction

The *Compulsory Education Curriculum Plan* (2022 edition) clearly requires that each course should use at least 10% of the class hours for interdisciplinary thematic learning, aiming at cultivating students' ability to solve practical problems by integrating the knowledge and methods of different disciplines. It can be seen that interdisciplinary education plays a vital role in the current field of education. Red culture is created by the Communist Party of China (CPC) in the arduous struggle of leading the people to realize the great rejuvenation of Chinese nation. The vast countryside is the source of strength for the Party to lead China's revolution and construction. On October 27, 1927, a historical red flag was erected in Jinggang Mountain, marking the birth of the first rural revolutionary base created by CPC leadership. Encircling the cities from the countryside was the only correct way for the Chinese revolution to succeed, and the key was to conform to China's national conditions. At present, it is still of great significance to pay attention to the countryside and the rich red cultural resources derived from it for the modernization construction of socialism with Chinese characteristics, and to cultivate good young people in the new era who are striving for a new journey of Chinese modernization and are worthy of the important task of national rejuvenation.

1 Overview of rural red cultural resources

1.1 Connotation of red cultural resources Since the twentieth national congress of the CPC, the Party Central Committee with Xi Jinping as the core highly valued the utilization of red re-

sources. Since the concept of "red resources" was put forward at the beginning of the 21st century, the academic circles have gradually deepened their research, and their connotation and extension have been constantly discussed and clarified. From the etymological point of view, red has a deep historical foundation in Chinese culture, which can be traced back to ancient times. The ancients were closely related to blood and fire in their lives, and the red color of blood and the warmth of fire symbolized life and strength. During the Warring States Period, some scholars took red as the symbol of the Zhou Dynasty and put forward "Five Virtues Theory", believing that the orthodox color of the Zhou Dynasty was red. The *Book of Rites: Tan Gong*, recorded that the people of the Zhou Dynasty were still red, and later dynasties also respected red. The Han, Tang and Song Dynasties all advocated red, which further strengthened the symbolic significance and inheritance value of red in Chinese culture. In modern times, "red" has been endowed with profound connotations of revolution and transformation with its distinct color implication, which lays a local cultural foundation for understanding "red resources". In a narrow sense, red resources mainly focus on all kinds of things formed in the process of revolution, construction and reform, which have physical forms and are engraved with the footprints of national rejuvenation. Broadly speaking, it covers the ideological essence and spiritual power contained in these material carriers, which of course needs to be combined with the actual use of intentions to define its scope, prevent the excessive generalization of its connotation, ensure the accuracy of its concept, and make clear that the "red" characteristics have distinct Chinese localization.

Red resources keep pace with the times, just like the horn that encourages party member and cadres to climb new peaks bravely, which is an indispensable spiritual treasure for the Party and the people. The protection and development of rural red cultural heritage plays an important role in the construction of new rural culture. As a unique cultural treasure of the Chinese nation, revolutionary relics are an immortal monument to remember the revolutionary spirit and a vivid model to continue the red blood. In

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Siya BIAN, undergraduate, research fields: innovation of red culture.

* Corresponding author. Xiejun CHENG, associate professor, research fields: industrial economy.

the new era and new journey, we need to eulogize the brilliant course of the CPC, vigorously carry forward the lofty spirit of the revolutionary forefathers, and reuse the value of revolutionary sites. Revolutionary sites are all over the countryside, or guerrilla bases hidden in deep mountains, or command centers located in villages, which witness the critical moment of revolutionary history and are landmarks of rural red culture. Heroic deeds are passed on orally in the countryside, heroic and fearless peasant sons and daughters devote themselves to the revolution, and their dedication and sacrifice spirit become the spiritual backbone of the rural red culture. Red traditional techniques are also unique, such as military supplies made by unique weaving techniques, or traditional paper-cut art integrated into revolutionary narrative, which are living carriers of cultural heritage.

1.2 Educational situation of rural red cultural resources

Rural red cultural resources are unique, and their regional and local characteristics are closely linked. The architectural style and layout of revolutionary sites are often integrated with local natural features and folk traditions, highlighting distinct local characteristics. The narration of heroic deeds often has dialect accent and local flavor, which makes the red culture deeply rooted in the rural soil and become the symbol of regional culture. Red culture, as a unique product of China's revolutionary history and socialist construction process, carries profound national feelings and the spirit of the times. It is not only the symbol of the revolutionary struggle under the leadership of the CPC, but also the precious spiritual wealth of the great rejuvenation of the Chinese nation. Through the memories of family elders and the commemorative activities of village collectives, the red culture has continued from generation to generation, and has always maintained the coherence and stability of the cultural context from the revolutionary beacon fire to the peaceful era. Emotional affinity to the people is particularly prominent, these resources come from the personal participation of farmers, heroes are the neighbors and villagers around them, so people can easily produce emotional resonance, whether local residents or distant visitors, can deeply experience the pure and deep emotional power, which greatly enhances the affinity and appeal of the red culture, making it unique in cultural heritage and value dissemination. It has become an indispensable spiritual treasure to promote the construction of spiritual civilization for socialism with Chinese characteristics. It has irreplaceable historical significance and epochal value for the development of the Party and the country, and deserves our in-depth excavation, careful protection and rational utilization, so as to realize the revitalization of rural culture, so as to make the countryside "prosperous", the village style "red" and the villagers "happy"^[2], so that it can blossom new glory in the new era and provide continuous spiritual impetus for the great rejuvenation of the Chinese nation. However, looking at the current situation of educating people with red cultural resources in rural areas, there are mixed feelings. On the one hand, under the promotion of state policies, some regions have realized the educational value of red culture, and have begun to excavate

and sort out relevant resources and carry out red cultural and educational activities, such as organizing students to visit revolutionary sites and inviting old revolutionaries to tell revolutionary stories, so as to inherit the red gene to a certain extent and stimulate people's patriotism and spirit of struggle. On the other hand, the problems and challenges can not be ignored. The single form of education has become a major bottleneck, and activities are often like "watching flowers on horseback (glancing over things hurriedly)", which only stay on the shallow level of visits and explanations, lack of innovation and interaction, and are difficult to attract the interest of the younger generation, and can not meet their diverse learning needs. The lack of talent team also restricts the effectiveness of education, the lack of red culture research, education and explanation talents in rural areas, and the lack of professional quality and educational ability of existing personnel make it difficult to explore the cultural connotation and vividly interpret the red spirit. In addition, the imbalance between development and protection occurs from time to time, and the over-commercialized development mode destroys the authenticity and solemnity of red culture, weakens its educational function and cultural value, and makes rural red cultural resources face many obstacles on the road of educating people, so it is urgent to explore effective solutions to give full play to its due value and role.

2 Theoretical basis and educational value of interdisciplinary learning

2.1 Overview of interdisciplinary theory

In recent years, the field of interdisciplinary learning and education has become the focus of educational research at home and abroad. Researchers generally believe that interdisciplinary learning, as a new educational model, has a significant effect on improving students' comprehensive literacy and interdisciplinary thinking ability. Studies in this field indicate that interdisciplinary learning not only involves the comprehensive use of multidisciplinary knowledge, but also emphasizes the integration of practical activities and local cultural resources, to enhance students' cultural literacy and practical problem-solving ability. By studying the interdisciplinary study of local cultural themes, Zhu Hui put forward the strategy of cultivating national feelings through multi-dimensional exploration of local culture based on children's real life^[3]. Shi Meizhu^[4] further elaborated the integration path of comprehensive practical activities and interdisciplinary thematic learning, emphasizing the goal of promoting practical education through the integration mechanism of class hours and content. Chinese excellent traditional culture plays an increasingly critical role in the integration of interdisciplinary learning resources. Guo Zichao clearly pointed out in his research that the cultural connotation of Chinese interdisciplinary learning can be greatly enhanced by means of the integration method of books and the strategy of interdisciplinary annotation and interpretation of literary works^[5]. In terms of research hotspots, the value and goal of interdisciplinary learning have been widely recognized, that is, to cultivate students' comprehensive literacy and

interdisciplinary thinking ability. Guo Hua emphasized that interdisciplinary learning can cultivate students' confidence and ability to turn knowledge into wisdom, and develop courage and character to face difficulties^[6]. In terms of implementation strategies, thematic integration, project-based learning and situational creation have become important means to promote the effective implementation of interdisciplinary learning. However, the research in this field is also facing some disputes, such as the unclear definition of the scope of interdisciplinary learning, the imperfect mechanism of evaluation and feedback, and so on. Future research needs to further explore the effective implementation path of interdisciplinary learning, strengthen the function of resource integration and cultural education, so as to promote the wide application and in-depth development of interdisciplinary learning in basic education.

2.2 Educational value of integrating interdisciplinary into rural red cultural resources From the macro perspective of human social history, rural red culture is undoubtedly an organic whole interwoven by a variety of complex elements. From the material point of view, the revolutionary sites, the former residences of ancestors and the old conference sites distributed in the vast rural areas provide a concrete support for people to touch history and feel the revolutionary atmosphere. However, we can see that the influence and attraction of the red cultural and educational base are declining day by day. For example, during the New Year's Day holiday in 2024, 718 300 tourists were received in scenic spots above 4A level in Yancheng, an increase of 130.1% over the same period in the previous year. However, as a patriotic education base, the New Fourth Army Memorial Hall has a big gap in passenger flow compared with other popular scenic spots, not to mention the scattered red cultural sites distributed in the countryside of Yancheng City. A random sample survey shows that nearly 70% of the respondents have never heard of the red relics in Yancheng villages, and among those who know, less than 10% actually go to visit them. As an important part of educating people in the new era, the actual position of rural red culture is difficult to move, and young people in the new era should take the initiative to explore the pace; schools, as the cradle of training young talents, should actively play a guiding role, bring rural red culture into the education and teaching system, and all sectors of society should also form a joint force of cooperation.

To achieve this, the interdisciplinary research should be adopted. As early as the beginning of the 1930s, Lucien Febvre called for "the elimination of outdated disciplinary barriers and Babylonian confusion caused by prejudices, stereotypes and errors in concepts and understandings"^[7]. Therefore, it is necessary "to make historiography get rid of stereotypes, especially to break through the strict boundaries of the discipline". Rural red culture is by no means a single and isolated existence, but is composed of many elements that influence and penetrate each other^[8]. Its educational value is also reflected in many dimensions, and interdisciplinary research can fully tap and integrate these values, providing rich spiritual nourishment for the cultivation of talents in the new

era. From the perspective of history, rural red culture carries revolutionary events and people's deeds in a specific historical period. Through in-depth study of rural red culture, young students can establish a correct view of history and stimulate national pride. The field of literature is also closely related to the red culture in the countryside. The revolutionary stories, ballads and poems spread in the countryside show the glory and tenacity of human nature under the special background of the times, which makes literary education rise to the height of value shaping and emotional cultivation. Art disciplines can also draw inspiration and material from rural red culture. In rural areas, red painting, sculpture, drama and other art forms are conducive to cultivating students' aesthetic ability and creativity. By rehearsing red short plays, students can deeply understand the inner world and historical situation of revolutionary figures in role-playing, and realize the organic integration of art education and ideological and political education.

Interdisciplinary integration of rural red cultural resources can break the boundaries of traditional disciplines, build an all-round and multi-level educational system, fully demonstrate the educational value of rural red culture in the new era, provide strong support for the cultivation of socialist builders and successors with all-round development of morality, intelligence, physical fitness, beauty and labor, and promote the development of rural red culture. It provides an endless source of power for the construction of spiritual civilization in rural areas and even the whole country.

3 The path of educating people with red cultural resources in rural areas from an interdisciplinary perspective

3.1 Interdisciplinary school-based curriculum design Improving the quality of education has always been the eternal core theme in the course of the development of education. Similar to the trend of international basic education curriculum reform, according to the *Action Plan for Deepening the Reform of Basic Education Curriculum and Teaching*, China's basic education curriculum reform emphasizes the "comprehensiveness" of the curriculum, and pays attention to the development and implementation of interdisciplinary comprehensive practical activities and related courses to promote the development of students' core literacy^[9]. As a unique and precious educational resource, it is of great significance to integrate rural red culture into the classroom, and "interdisciplinary school-based curriculum" is an ideal way to achieve this goal. Interdisciplinary school-based curriculum should be based on subject literacy and practical creation, integrating the trinity concept of "action", "knowledge" and "innovation", aiming at ensuring the open exploration of students' interdisciplinary practical learning, promoting students' cognitive level, practical ability and innovative thinking development, and ultimately shaping students' perfect core literacy and full personality^[10]. "Adhering to the student-oriented concept, stimulating the potential of

the subject", "fitting the reality of life, strengthening the application of knowledge", are the three principles of interdisciplinary integration into school-based design. The education institutions should be clear that interdisciplinary learning is not a blind patchwork or far-fetched move, but should uphold the original intention of education, accurately grasp the opportunity of discipline integration, and build a solid bridge for students to the palace of knowledge and the highland of ability and accomplishment.

This study intends to develop an example of an interdisciplinary school-based curriculum. As a characteristic school-based curriculum, the design of "Red Local Classroom" focuses on organizing the curriculum content with stories, practice, inheritance or experience, aiming at strengthening the educational and cultural nature of curriculum implementation. This course is aimed at all students, creating an interdisciplinary school-based curriculum "Red Local Classroom", aiming at achieving the curriculum goal of "cultivating new people of the times with red cultural genes". The course is divided into "Inheritance Chapter" (dedicated to letting students "pass on revolutionary fire") and "Root-seeking Chapter" (dedicated to letting students "cast soul through practice"), which is presented in the form of interdisciplinary comprehensive education. "Inheritance" mainly focuses on the improvement of subject literacy, while "root-seeking" mainly focuses on practical teaching activities. The course takes the same theme as the core and assigns corresponding tasks to promote it according to the characteristics of different grades. The theme of large units crosses the boundaries of disciplines, creatively adopts a variety of disciplinary perspectives, designs challenging project-based learning tasks, makes full use of red cultural resources and the essence of disciplines, and ultimately achieving a comprehensive, multi-level and wide-field educational effect, highlighting the concept of "red culture from generation to generation".

For example, the course of "Red Belief: the course of Integration of Ideological Theory and Literary Expression selects documents and family letters from the revolutionary period where the course is implemented as materials, first perceives emotions by means of reading by famous artists and performing by teachers and students, then analyses the characteristics of genres and language arts from the perspective of literature and art, and learns the writing skills of official documents and letters. Interpreting the practical application of Marxist from the dimension of Ideological and political education, deepening the understanding of historical background and political wisdom in the preparation of exchanges, promoting the coordinated development of Chinese and ideological and political literacy, and cultivating students' innovative thinking and practical ability by carrying out activities such as simulated CPPCC proposals, red cultural theme debates and ideological and political literacy competitions. To promote the integration of subject knowledge and red culture inheritance with red culture.

3.2 Teacher ability advancing with cooperation of families, schools, and communities In the field of red culture education, the construction of teaching staff and community family col-

laborative education are the key links to achieve its effective inheritance and education, which complement each other and jointly promote the deep integration and development of red culture in the education system.

In the construction of teaching staff, first of all, red culture is a multidisciplinary field, involving history, politics, culture, art and many other aspects^[11], so the cultivation of teachers' interdisciplinary literacy is very important. Rural red cultural resources cover history, politics, culture, art and other multi-disciplinary knowledge. Teachers with interdisciplinary literacy can break the barriers of disciplines and dig deeply into its connotation from multiple perspectives. For example, when explaining a red historical event, teachers can integrate historical context, political theory analysis, literary and artistic expression and cultural value interpretation to present students with all-round and rich teaching content, which can enable students to contact and understand the red culture from different perspectives and levels, and enhance their perception and understanding of the red culture. A systematic teacher training mechanism should be established. First, it is necessary to integrate the resources of universities, cultural research institutions and red culture experts, build a comprehensive training platform, provide multi-disciplinary red culture courses, such as history lectures, political theory seminars, literary works appreciation, art creation guidance, *etc.*, and adopt online and offline mixed training mode to meet the diverse learning needs of teachers. Besides, it is necessary to actively encourage teachers to carry out interdisciplinary teaching and research cooperation, set up interdisciplinary teaching teams, and regularly carry out teaching seminars. Team members can jointly design comprehensive practical courses with the theme of rural red culture, such as developing a curriculum project that integrates historical inquiry, artistic creation and cultural dissemination around local red relics, and sharing teaching experience and cases from different disciplinary perspectives through collective lesson preparation, observation and teaching, and academic exchanges, so as to promote teachers, to enhance the overall ability of educating people. At the level of community and family collaborative education, the "red source" culture of street communities is very rich. For example, the first national congress of CPC was held at No. 76, Xingye Road, Huangpu District, Shanghai. At present, there are the site of the first national congress of CPC and the historical relics and documents of revolutionary activities related to it. It is also the birthplace of the Chinese workers' movement, the birthplace of the New Culture Movement, the central city of the East Communist Movement, the central publishing place of revolutionary books and newspapers, and the seat of the CPC leading body. It is the main position of the left-wing ideological and cultural front and the center of the anti-Japanese and national salvation movement. Rural communities are rich in red cultural treasures and human resources, and fully mobilizing community forces can greatly expand the breadth and depth of red cultural education^[13].

Schools can regularly invite old revolutionaries and inheritors

of red culture to enter the campus and hold special lectures, story sharing meetings and other activities. These witnesses can tell red stories with their own experience and sincere feelings, so that students can deeply feel the charm and strength of red culture. For example, inviting veterans who participated in the local war of resistance to share their combat experiences can help students understand the historical background and details more intuitively. In addition, as the first classroom for children's growth, family plays an irreplaceable role in the inheritance of red culture. Schools should guide parents to attach importance to red culture education, encourage parents to tell their children red stories in their daily life, and inherit rural red family traditions and family precepts. For example, during family gatherings or traditional festivals, parents can tell about the dedication of their ancestors during the revolutionary period, and cultivate their children's national feelings and moral qualities. Through the establishment of family-school-community linkage mechanism, we can build an all-round education network. Schools can set up family-school-community cooperation committees, which are composed of school leaders, teachers' representatives, parents' representatives and community cadres, and are responsible for coordinating the educational resources and activities of the three parties. It is recommended to use modern information technology to build a communication platform between family, school and society, such as developing special mobile phone applications or websites, timely publishing red cultural education information, activity arrangements and students' learning results, so as to realize real-time sharing and interaction of educational information. In addition, it is recommended to formulate a systematic education plan to clarify the educational tasks and responsibilities of schools, families and communities at different stages, so as to ensure the coherence and synergy of red culture education. For example, schools formulate red culture theme education plans at the beginning of the semester, families cooperate with cultural edification in daily life, and communities organize relevant practical activities on holidays or anniversaries to form an educational ecology of close cooperation and mutual promotion, so as to provide a strong guarantee for the inheritance and development of rural red culture.

4 Conclusions

In the exploration of the educational path of rural red cultural resources from an interdisciplinary perspective, we have realized its great potential and practical challenges. By integrating multidisciplinary knowledge and rural red cultural resources, designing interdisciplinary school-based courses, strengthening the construction of teaching staff and promoting collaborative education between families, schools and communities, a solid bridge can be

built for the inheritance of red culture and the cultivation of talents. In the future, it is necessary to further deepen the depth and breadth of interdisciplinary integration, optimize curriculum design and teaching methods, enhance teachers' professional quality, rally all sectors of society, make rural red cultural resources shine more brightly in the new era of education, and continuously cultivate socialist builders with both ability and morality and red genes, to inject strong spiritual power into the realization of the Chinese dream of great rejuvenation of the Chinese nation.

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