

Research on the Current Situation and Realization Path of Integrating Red Culture into Ideological and Political Course of Primary School under the View of Integrating the Ideological and Political Course of Elementary Schools, Middle Schools and Universities

-- Taking the Example of h Elementary School in Chisong Township, Jindong District

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ABSTRACT

“The ideological and political education of young people is a successive process with progressive characteristics, requiring the integrated coordination and articulation of different age stages.” The textbook Introduction to Xi Jinping’s Thought on Socialism with Chinese Characteristics for a New Era repeatedly emphasizes that the ideological and political course should focus on being close to the cognitive characteristics and acceptance habits of young students, reflecting the requirement of integrating the ideological and political course of universities, middle schools, and elementary school. Under the perspective of the integration of ideological and political education among each age group, the article firstly discusses the necessity and importance of the integration of red culture into the ideological and political class. Secondly, this article defines the core concepts such as the integration of ideology and politics and red culture according to the literature, and then learns about the status quo and identifying problems in integrating red culture into the ideological and political course from the three groups of students, teachers, and parents. Finally, combined with the practice of members, this paper carries out a preliminary exploration of the path of integrating red culture into elementary school ideological and political course, and puts forward effective paths and methods to solve the aforementioned problems for reference.

KEYWORDS

Ideological and Political Education; Red Culture; Elementary School Ideological and Political Course; Status Quo; Path of Realization.

1. INTRODUCTION

1.1. Background of the Selected Topic

In the context of the strategy of “Eight-Eight Strategies”, we should always adhere to Xi Jinping’s thought of socialism with Chinese characteristics in the new era as a guide, study and publicize the spirit of the 20th Party Congress in depth. As an important part of teaching and an important medium for children to establish their “Three Outlooks”, ideological and political education is of great significance to students in primary schools, middle schools and universities.[1] Therefore, on the

basis of following and implementing General Secretary Xi Jinping's important exposition on the construction of ideological and political course, the Ministry of Education has put forward a new and important stipulation. It emphasizes: "We will further promote the integration of ideological and political courses, effectively enhance the pertinence and effectiveness of it, and better use the party's innovative theories to cast souls and educate people."

In this perspective, the red culture, as the condensation and sublimation of the firm ideals and convictions accumulated by the Chinese Communist Party in the process of revolution and reform, has a significant role in establishing the "Three Outlooks" and cultivating their morality of primary school students.[2] It is an inevitable requirement for development and reform to explore how to more effectively integrate red culture into the ideological and political course of the elementary school.

1.2. Significance and Purpose of the Study

1.2.1. Research Significance

At the elementary school level, students do not yet have a particularly rich theoretical foundation of knowledge or the ability to think rationally enough, so according to the development needs of them, the teaching task of elementary school's ideological and political course is to make students form correct concepts, to promote students' all-round development, as well as to realize students' personal values and individuality. The integration of red culture into the ideological and political teaching of primary schools can effectively educate children to establish the correct "Three Outlooks" and accumulate an ideological foundation for future secondary school teaching. It is of great significance to study it, which can promote the comprehensive personality development of students and promote the full implementation of the task of establishing morality and cultivating people on campus.

1.2.2. Research Purpose

The construction of the integration of the ideology and political course in universities, middle schools and elementary schools is a project that requires several generations of ideologists to continue to explore and work for a long time. It is the goal and dream of all people in the new era to strive to build an integrated education system of university, middle school and elementary school ideological and political course with the same core concept, unified theme and thought, gradient content and method, differentiated resource supply and integration of main body interactions.

To promote the integrated construction of ideological and political course in primary schools, secondary schools and universities, it is necessary to cultivate a team of excellent teachers, to make efforts in the combination of theoretical and practical integration, and to improve the quantity and quality of integration, so as to provide practical experience, theoretical support and decision-making advice for the in-depth promotion it across the country. In this perspective, we take a Primary School of Chisong Town, Jindong District as an example, and study the status quo and realization path of the integration of red culture into elementary school ideological and political education, in the hope that we can provide practical and theoretical help for the construction of teacher training teams, and accumulate preliminary experience and forward momentum for the integrated construction of it.

1.3. Definition of Core Concepts

1.3.1. Concept of Integrating the Ideological and Political Course of Elementary Schools, Middle Schools and Universities

(1) History of the Concept

The Analects of Confucius vividly illustrates that, in the curriculum of Confucius' education, there are a "political thinking course". Moreover, it has the important attribute of being the primary course, whose main content is concerned with the fundamental questions of education, such as how to cultivate students' moral character, thinking ability and sense of social responsibility.

The need for modern education reform has promoted the development of integrated education on ideology and politics in elementary school, secondary school and university education. In December 2020, the Ministry of Education issued the Implementation Plan for the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era, which emphasized the establishment of the curriculum that is vertically progressive in all academic segments, horizontally closely matched to each course, and mutually coordinated with the required courses. [3] From the documents and policies issued in recent years, it can be seen that China attaches great importance to the integration of the contents of the ideological and political course, and the pace of the integration process has accelerated.

(2) Theoretical Foundations for the Integration of Ideological and Political Course of Elementary Schools, Middle Schools and Universities

1) Marxist Theory of Comprehensive Human Development

The Marxist theory on the comprehensive development of human beings emphasizes the coordinated development of human material and spiritual civilization, which provides an important literacy guideline for the construction of the integration of ideological and political education in elementary schools, middle schools and universities. It can strengthen political identity and enhance the cultivation of students' qualities such as innovative spirit, practical ability, interpersonal communication and self-management, so that students can become useful talents with innovative and practical abilities on the basis of all-round development of morality, intellectuality, physicality, aesthetics and labor.

2) The Theory of the Unity of Integrity and Individuality

Hong Bao, Chinese famous educator, stated that "the most basic and important principle of education is the need to ensure continuity and unity at all stages". By taking into full consideration the individual development of the ideological and political course in each school year and the differences that exist among the educated in different school years, we can do a better job by adopting a targeted, hierarchical and correct choice of teaching methods, educational content, teaching evaluation and other aspects of the theoretical teaching of the ideological and political course.

3) The Theory of the Unity of Universality and Particularity

The individual's particularity education is completed in the universal law of education, and the integrated construction of ideological and political courses aims to solve the problem of how to incorporate the individual's particularity education into the universality in line with the educational law. In the process of the integration of ideological and political courses in primary and secondary schools, it is mainly manifested in ensuring the universality of the development of educational laws between different school periods on the basis of receiving theoretical education and realizing value recognition, and breaking the separation of universality and particularity of ideological and political courses in the past.

(3) Conceptualization of Integration of Ideological and Political Course of Elementary Schools, Middle Schools and Universities

The concept refers to the ideological and political course should be built according to the characteristics of different sections of the "gradual and spiral", and intermingle with each other, through the fit, articulation and order. Eventually, the teachers of the three sections will be able to communicate with each other, and the effect will be changed from "back-to-back" to "face-to-hand".

1.3.2. Concept of Red Culture Education

(1) The Origin of the Development of Red Culture Education

The origins of red culture education can be traced back to the rise of the Communist Party of China (CPC) and the history of the Chinese Revolution, and as China's society develops and its education

system is reformed, red culture is gradually being integrated into the education curriculum. This is mainly out of the need to cultivate the spirit of patriotism and socialist core values among young people. By integrating red culture into the curriculum, students can better understand the background, process and significance of the history of the Chinese Revolution, and strengthen their sense of identity with the Party's leadership and the socialist system.

(2) Importance of Red Culture Education

Integrating red culture into the education of primary school students' ideological and political course can cultivate a new generation of socialist builders and successors, which is in line with the basic requirements of the construction and development of the moral education curriculum system. Relying on red cultural resources to promote diversity, flexibility, openness and experience in the ideological and political course for elementary school students is of great practical and historical significance for enriching the content of elementary school's ideological and political course, and is conducive to improving and expanding the system of moral education on campus. [4] Incorporating red culture into the education of primary school students' ideology and politics is crucial to enhancing their collective consciousness, national consciousness and sense of family and country, and forming a good ideological and moral quality.

2. LITERATURE REVIEW

2.1. Study on “Integration of Ideological and Political Course of Elementary Schools, Middle Schools and Universities”

According to the combing of the existing literature, there has not yet been systematic research on the content of the integration of the ideological and political courses in the academic world. Scholars have mainly explored content integration from the following aspects: the connotation of content integration, the integration of curriculum, teaching materials and teaching content, the integration of theory and practice. These studies have provided useful reference for the content of it.

2.1.1. Study on the Content Integration Connotation of the Ideological and Political Course

In order to promote the connotative development of ideological and political courses in all academic segments in the new era, it is necessary to deeply comprehend the connotative requirements of it. According to Kong Desheng, the integration of the ideological and political course in colleges and universities, i.e., the integration of the professional construction of ideological and political education and the teaching of public political theory courses, advocates the integrated construction in the development of concepts, curricula, teachers, teaching and institutions. Li Xin believes that the integration of the content of the ideological and political course needs to follow the physical and mental characteristics and growth rules of students, and implement the education of socialist core values in a detailed and small way.

2.1.2. Atudy of the Problems of Integrating the Contents of the Ideological and Political Course

In terms of optimizing the path of integrated construction of teaching materials, Chen Shuqing believes that efforts should be made to construct a three-dimensional teaching materials system that vertically connects and horizontally relates to each academic section, and to improve the auditing system for the integrated construction of teaching materials. [5].

In promoting the reform of the integration of teaching contents of ideological and political courses, Zhao Yiliang believes that the reform and innovation of the integration of teaching contents should be accelerated by advancing the wholeness of the Marxist theoretical system, strengthening the leadership of the problem consciousness, and taking the value education and ability education as the core.

2.1.3. Research on the Integration of Theory and Practice

At the elementary school level, experts generally agree that ideological and political courses should focus on cultivating students' moral emotions and basic values. The cognitive level and thinking ability of primary school students are limited, so the content of it should be simple, easy to understand and close to life. At the same time, experts emphasized that the teaching of ideological and political courses in elementary school should focus on emotional education to lay a foundation for their future learning of ideological and political studies.

At the junior high school level, experts believed that the ideological and political course should further guide students to understand and master the core socialist values. As the cognitive ability and thinking level of junior high school students have improved, the content of the ideological and political course can be gradually deepened to cover a wider range of social issues and values.

2.2. Study on “Red Culture Education”

Domestic researchers generally agree that red culture is a valuable spiritual wealth of the Chinese nation, and its integration into education can enhance students' feelings of patriotism, national pride and sense of social responsibility. Some schools and educational institutions are actively exploring the practice of red culture integration in education and teaching, which helps students better understand and pass on the red culture, and improves their ideological and moral quality and cultural cultivation.[6].

Although the research and practice of red culture integration in education have achieved some results, there are still some problems and challenges. For example, how to integrate red culture into teaching practice and ensure its effectiveness, how to balance the relationship between red culture and other subject knowledge, and how to cultivate student' active learning ability. Therefore, future research still needs further in-depth exploration and practice.

3. ANALYSIS OF CURRENT SITUATION

3.1. Emphasis on Test-oriented Education, the Ideal Faith Tends to be Diluted

Firstly, education to the test has given rise to a tendency to “emphasize intelligence over morality”. Under the influence of many aspects of the main body of education, the object of education only focuses on improving academic performance, and it is very likely that there will be a slippery slope in personal morality, thin ideal beliefs, and what can be shaped can only be one-sided, deformed development of the individual.

Secondly, some students have serious utilitarian coloring and vague ideal beliefs. In the modern context, the market economy is developing rapidly, and the instrumental rationality and utilitarian color influence the values of young people. Exam-oriented education focuses on scores and selection, with the aim of obtaining high scores to qualify for higher education, which makes students' utilitarian tendency and passive tendency more and more obvious, and neglects the cultivation of non-exam ability. Therefore, schools should carry out ideal belief education and ideological and political education according to the physical and mental development of young people nowadays.

3.2. Old-fashioned Form of Instruction, Emphasizing Theory over Practice

Students are the main body to measure acceptance, and the realization of teaching objectives is the content to measure acceptance. Student acceptance as the key to measure the effectiveness of the teaching of ideological and political course, it is of great significance to improve students' classroom acceptance. In the actual research process, we found that H elementary school in Chisong Township is facing the problem of low acceptance of students, poor teaching effect, and the implementation of

ideal education is not ideal. According to the questionnaire and student interviews, 85.71% of the students think that the curriculum ideological and political course is important and very important, and they like the ideological and political course with the integration of red culture, but at the same time, 41.08% of the students feel that the course is difficult and the teaching effect is not good. Therefore, from this perspective, students have a strong idea of accepting the education of ideological and political culture, and have acquired some formal knowledge and theories, but due to the limitation of difficulty and acceptance, they have not fully reached the substantive acceptance.

3.3. Poor Teaching Effectiveness and Student Acceptance

Students are the main body to measure acceptance, and the realization of teaching objectives is the content to measure acceptance. Student acceptance as the key to measure the effectiveness of the teaching of ideological and political course, it is of great significance to improve students' classroom acceptance. In the actual research process, we found that H elementary school in Chisong Township is facing the problem of low acceptance of students, poor teaching effect, and the implementation of ideal education is not ideal. According to the questionnaire and student interviews, 85.71% of the students think that the curriculum ideological and political course is important and very important, and they like the ideological and political course with the integration of red culture, but at the same time, 41.08% of the students feel that the course is difficult and the teaching effect is not good. [7]Therefore, from this perspective, students have a strong idea of accepting the education of ideological and political culture, and have acquired some formal knowledge and theories, but due to the limitation of difficulty and acceptance, they have not fully reached the substantive acceptance.

3.4. Parents' Low Awareness of Their Children's Education in Red Culture

General Secretary Xi Jinping emphasized that "parents are the first teachers of their children, and they should teach their children the 'first lesson of life' and help them buckle the first button in life". Family education is the key force in the implementation of red culture education, and can continue to participate in the cultivation of children's ideological and political quality. However, some parents at present have insufficient cognition and positioning of family education, and lack the necessary attention to the development of family education activities, which is extremely unfavorable to casting the cornerstone of students' red culture education.

4. ANALYSIS OF THE DILEMMA ATTRIBUTED TO THE INTEGRATION OF RED CULTURE

4.1. Relatively Weak Construction of Teachers for Ideological and Political Courses

4.1.1. Influence of the Factors of the Subject of Education

Comprehensive and orientated is the characteristic of ideological and political education, thus it will put forward higher requirements for the teachers of ideology and politic. Combined with the actual situation of some primary and secondary schools in Chisong Township, it can be found that the construction of teachers of ideological and political course is relatively weak, mainly focusing on the following aspects:

Firstly, the number of teachers of ideological and political course is insufficient. In H elementary school in Chisong Township, for example, combined with the questionnaire survey found that nearly half of the classes that offer the curriculum ideology and political course is not configured with a special teacher, mostly for the main course teachers, there is a serious shortage of teachers of ideological and political courses.

Secondly, the teachers of ideological and political course lack teaching professional ability. The primary goal of the construction of teachers of ideological and political courses is to improve the quality. As most of the teachers engaged in the teaching are part-time teachers, they lack systematic theoretical and theoretical knowledge of ideological and political education, coupled with the lack of training opportunities, which makes it difficult to ensure their professionalism.

Thirdly, the professional status of teachers of ideological and political course has not been given sufficient attention. The professional status of teachers directly affects the quality of teaching and the construction of the teaching team. Influenced by the traditional concept of exam-oriented education, some primary and secondary schools treat ideological and political course as an unimportant side course, and the professional status of teachers has not been paid attention to, which makes them less proactive and enthusiastic about their own professional continuous development, thus frustrating their initiative to devote themselves to the construction of the course.

4.1.2. Restrictions on the Development of Red Culture Education in the Family

Family is the earliest place for children to receive education, which has an important influence on children's psychological growth and value formation. The survey found that there are diversified and complicated difficulties in H elementary school in Chisong Township's family red culture education.

Firstly, there is arbitrariness and chance in the red culture education of some families. Parents should correctly view historical events and guide their children with correct concepts, and their own character and red culture literacy play a fundamental role in children's moral development.

Secondly, the current education system tends to emphasize performance over morality and intelligence. Schools need to reshape the concept of education, and parents should understand and cooperate with the school's arrangement to make use of the holidays to carry out red education activities, such as red tourism, parent-child reading, watching red films and so on.

4.1.3. Insufficient Support from Schools and the Community

There are some problems in the education of red culture in schools and society. On the school side, the red culture is not integrated into the construction of campus cultural environment, and the students lack the real feeling of red culture and a good atmosphere for learning and propaganda. On the social side, the relevant departments do not have enough publicity for the local red culture, and it is difficult to guarantee the integration of red culture in the ideological and political course education.

4.2. Influence of Education Object Factors

4.2.1. Insufficient Cultural Identity of Some Educational Objects

The integration of red culture into the ideological and political classroom has been emphasized by many parties, but the low sense of identification with red culture among educational targets has seriously hindered the actual effect of the integration work. In the practice and investigation, it is found that the students of h elementary school have insufficient understanding and sense of identification with the local red culture, which is related to the limitations of their age and thinking and cognition. On the one hand, elementary school students are still young, immature in physical and mental development, and lack interest in the nature of things. At present, h elementary school in the integration of red culture in the ideological and political course, has not yet fully combined with the characteristics of the students, the teaching method is traditional, and can not arouse the interest and understanding of the students. On the other hand, the red culture was formed in the war years, and there is a certain distance from the students in the current peaceful era. Even after receiving the relevant education, students often only understand it formally, lack of direct experience and deep cognition, and have a strange sense of red culture. Therefore, it is difficult for students to consciously perceive the red culture and resonate with it.

4.2.2. Vulnerability of Some Educational Objects to Social Factors

Students live in privileged conditions and find it difficult to appreciate the difficulties caused by lack of food and clothing and war. Students who lack the ability of value judgment may have wrong concepts and behaviors. Therefore, it is crucial to speed up the integration of red culture into the ideological and political classroom so that they can truly realize the charm of red culture and have a positive impact. General Secretary Xi Jinping once compared ideal beliefs to “calcium”, an important nutritional element of the human body, “without ideal beliefs and weak ideal beliefs, the spirit will be ‘lacking in calcium’ and will get ‘cartilage disease’”. [8].

Elementary school students’ cultural identity is influenced by Western culture and they can easily lose their way. When there is western culture that distorts red culture, they may be skeptical of red culture and develop a rejectionist mentality.

4.3. Influence of Factors of Educational Approach

The choice of educational methods is a key factor that directly affects the effect of education. At present, the ways of integrating red culture into the ideological and political course are mainly reflected in the integration into the teaching of it, the integration into the construction of campus culture, and the integration into the off-campus social practice. In the process of practice and investigation, it is found that there are still deficiencies in the application of these three ways in elementary school.

4.3.1. Poor Teaching in the Ideological and Political Classroom

Teachers’ study, research and propaganda of red culture are not systematic and targeted enough, resulting in red culture education favoring form, lacking effective unification of practical and theoretical knowledge, which is not conducive to primary school students’ acceptance and understanding of red culture. The content of red culture education is old and boring, the way is scribbling and backward, lack of innovation consciousness, excessive reliance on teaching materials, weakening the sense of experience of primary school students on the red culture, so that the ideological class floats on the surface, unable to produce resonance.

China’s education system attaches importance to intellect but neglects character, the influence of score-only theory makes the effect of red culture education gradually fade, the school pays too much attention to the examination education, ignoring the integration of red culture, affecting the use of red culture in the teaching of ideological and political course.[9].

4.3.2. Insufficient Construction of Red Culture on Campus

The ideological and political course is the main position for students to receive red culture, but classroom teaching is constrained by time and space, and it is difficult to achieve a good effect of educating people. [10] Therefore, the school focuses on the construction of campus red culture, actively carries out various forms of red culture moral education activities, and pays attention to the excavation of hidden red culture moral education courses, which can effectively help students to realize the red culture and spirit contained in the activities.

In the process of practice and investigation, it is found that elementary school h pays more attention to students’ performance, and in the process of campus culture construction, the campus cultural activities of elementary school h are becoming more and more diversified, but there are few activities about red culture education, mainly focusing on the activities with higher thresholds and weaker interestingness such as essay contests, so that the number of participants is small, and the scope of influence is limited.

4.3.3. Lack of Off-campus Social Practices

Education should be combined with practice, so as to make it fun and unity of knowledge and action. Under the influence of the current background of exam-oriented education, the main body of education pays too much attention to the teaching of traditional courses, and fails to practice the principle that “practice is the only standard for testing truth”, so that students are unable to understand the ideological connotation of the red culture from their own social experience, and dig out the ideology and spirit of the red culture hidden in the red culture.

5. ANALYSIS OF THE CAUSES OF THE PROBLEM OF INTEGRATING RED CULTURE INTO THE IDEOLOGICAL AND POLITICAL COURSE

5.1. The Reality of the Segmental Barriers of the Ideological and Political Course in Primary and Secondary Schools

Segment barriers exist first and foremost because of the existence of academic segments. The education of students is divided into four academic segments: elementary school, middle school, high school, and university, which provides the possibility of forming academic segment barriers. The lack of effective communication and exchange in the construction of ideological and political courses in different school sections has made it difficult to effectively solve the problem of articulation between school sections in practice. Therefore, breaking down the barriers of academic segments is an inevitable requirement for promoting the integrated construction of teaching materials for ideological and political courses.

5.2. Lack of Precision in Grasping the Specificities of Students in Various School Segments

The textbooks of the ideological and political course are used to provide students with ideological and political education, but this cannot be accomplished in a single sitting; it is taught to students in a gradual and orderly manner. However, in the course of practice, it is found that due to the education of different school segments “working separately”, the lack of systematic consideration and communication, hindering the overall promotion of the “integration of universities, middle schools and primary schools”. Therefore, the “integration of universities, middle schools and primary schools” in the Ideological and Political Science course requires that the special characteristics of students in each school section be precisely grasped, and at the same time, a point of convergence be found to promote the formation of an integrated situation in integration of universities, middle schools and primary schools.

5.3. Exchange and Linkage of Ideological and Political Teachers in Primary and Secondary Sections to Be Strengthened

One of the difficulties in promoting the “integrated construction of integration of universities, middle schools and primary schools” in ideological and political courses is the difficulty of communication between teachers of different stages of education. In practice and in the course of the survey, it was found that due to the different working mechanisms formed over the years and the differences in the target groups, the different stages of education were “fighting on their own”. At present, the secondary school teachers and elementary school teachers have not formed a broader cooperation and exchange. Some teachers do not recognize the importance of the ideological and political course, and have not been able to form a progressive education and teaching system.

6. EXPLORING PATHWAYS

6.1. Optimizing the Content of Red Culture Education and Improving the Effectiveness of Teaching in Ideological and Political Course

6.1.1. Emphasizing Red Cultural Resources and Popularizing Red Cultural Education

For a long time, the Communist Party of China (CPC) has led the Chinese nation to create an extremely rich and profound red culture in the course of practice, which provides a constant source of educational resources for the ideological and political education in elementary school in China.

According to the objectives and content requirements of moral education in primary and secondary schools in China, schools should raise the importance of red culture education in elementary school ideological and political course, actively innovate the red culture education method, and improve the ability to use the regional characteristics of red culture. Schools and teachers should not only enhance primary school students' understanding of the basic knowledge of red culture in classroom teaching, but also guide them to put their knowledge into practice and apply it in their lives, so that they can truly internalize it in their hearts and externalize it in their actions.

6.1.2. Relying on Local Red Culture to Create School-based Special Teaching Materials

Elementary school's curriculum ideology and politics course is an important part of cultivating students' correct worldview, outlook on life and values. As an important part of China's red culture, local red culture has a profound historical background and strong educational value. Therefore, integrating local red culture into the elementary school curriculum ideology and political course can not only deepen students' knowledge of China's excellent traditional culture and red culture, but also inspire their patriotic sentiment and sense of social responsibility. [11].

First of all, schools and teachers need to have a comprehensive understanding of the red cultural resources in their areas, including revolutionary sites, revolutionary martyrs' cemeteries, revolutionary history museums and other related places and souvenirs. Teachers should take the elementary school ideological and political course as the main teaching ground, and explore the educational value of local red culture in depth in multiple aspects and channels. At the same time, the team of teachers can combine the actual situation of the school and prepare school-based teaching materials with local characteristics. [12] These teaching materials should follow the requirements of the elementary school's curriculum ideology and political course and emphasize the connection with the actual life of students.

6.2. Innovative Mode of Teaching Activities to Enhance the Sense of Access to Red Culture in the Classroom

6.2.1. Actively Carrying out Practical Activities, Broadening the Channels of Red Culture Education, and Giving Full Play to the Educating Function of Red Bases.

Red culture into the elementary school ideological and political course classroom activities can not only stay in the theoretical level, but also need to pay more attention to the primary school student groups of red culture education of practical activities arrangements. Practical activities are an important way to cultivate the patriotism of primary school students, students only through personal experience, experience, in order to learn, understand and do knowledge. Comparing the questionnaire survey on the current way of integration into the classroom and the way of receiving ideological and political education that students hope and like, what can be found is that the students' preference for "participation in practical teaching".

During the summer social practice of this team, we popularized red culture education for students in the form of classroom practice and theme class meeting, which was widely praised by parents and attracted the interest of most students. For example, in the party history class of "Torch Inheritance,

Tracing the Source and Stream”, the team members took a party flag as the key to the learning journey, led the students to open the grand and magnificent history of the Communist Party of China's century-long struggle, and counted all the achievements and creations of the party that had led hundreds of millions of people towards prosperity and strength over the past 100 years, and also taught the students to make a small red army cap with their own hands.

“Build a dream” practice team members actively realize the education and guidance of primary and secondary school students to the patriotic feelings, strong national will, serve the country line consciously into the struggle to achieve the great rejuvenation of the Chinese nation, enhance the children’s “to do the Chinese people’s aspirations, backbone, the bottom of the spirit”. They use party history education to condense the heart and cast the soul, leading students to consolidate the foundation of patriotic thinking, and strive to become a new man of the times to take on the great responsibility of national rejuvenation.

6.2.2. Utilizing Multimedia and “Internet +” to Realize the Innovation of Red Education Methods and Resource Sharing

With the rise and development of the Internet and modern multimedia, “Internet +” is changing people’s learning mode and way of thinking. At the school level, we should actively use the Internet to explore the value of red culture and enhance the ability to share and use red cultural resources. At the teaching level, teachers should make use of the Internet to innovate the red culture education method and break the single teaching mode.

Using multimedia technology, red education content can be presented to the students in a vivid and imaginative way, such as through pictures, videos, animations and other forms of red historical events and heroes, so that students can more intuitively feel the charm of red culture. At the same time, the use of multimedia technology, you can design interactive teaching links, so that students participate in them, through games, questions and answers to stimulate students' interest and enthusiasm, improve the learning effect. [13].

Practitioners also actively use multimedia technology to integrate red culture into the ideological and political course in H elementary school in Chisong Township, with good results. For example, in the course of “The Rabbit Speaks of Party History”, they take “That Year, That Rabbit, Those Things” as a guide, skillfully combining the classroom with Chinese history, leading the children to integrate into the movie watching at the same time, in-depth understanding of the history of the Chinese nation’s unremitting struggle for self-improvement.

In short, schools should actively integrate online and offline red education activities, making red education methods and forms more convenient and diverse, more in line with the requirements of the era of moral education reform, so as to guide them to establish a correct outlook on the three. Through the construction and utilization of the “Internet +” platform, the sharing and dissemination of red education resources will provide new paths and opportunities for the development of red culture into elementary school's curriculum ideological and political course.

6.3. Finding New Ideas to Promote the Integration of Red Culture into the Primary School Curriculum

6.3.1. Fully Respecting the Differences between School Segments While Taking a Holistic Approach to Integrated Planning

The integration of red culture education into the ideological and political integration of universities, middle schools and elementary school is a long-term process involving the differentiated characteristics of the teaching subjects of different school segments, and the education department and teachers should plan the teaching arrangements and choices of modes of teaching for each school segment to adapt to the different cognitive levels and stages of ideological development of students at different stages.

For example, the difficulty of teaching content should be reasonably divided according to the age and cognitive level of students. Through hierarchical teaching design, students are gradually guided to deeply understand the connotation and historical background of red culture, increasing the perceivability and comprehensibility of learning.

In elementary school, teachers should pay more attention to the enlightenment of moral emotion in teaching, and stimulate the curiosity of primary school students with the help of typical examples in red stories and characters in red animation, so as to shape their moral emotion and lay the foundation for the formation of correct national and ethnic views in the next stage. In the middle school stage, teachers should fully cohesive thinking, with the help of red classic films, allusions in modern historical events, etc., to guide them to think deeply about the ideological feelings embodied in the red story canon, and then enhance their patriotic feelings and moral consciousness, and to accumulate theoretical knowledge for the next stage of forming the correct values. [14].

According to the results of the research, the integration of red culture into the ideological and political education curriculum is relatively independent of each school section, and the degree of articulation between school sections is not high. Therefore, schools and teachers should establish a systematic ideology and form a synergy of education between school sections. The Government should take the lead in encouraging schools and teachers to develop a sense of cooperation and communication between the different sections of the curriculum, so as to facilitate targeted and progressive teaching arrangements for the different sections of the curriculum in the actual teaching process.

6.3.2. Commitment to Gradual Progression of Materials across the Academic Spectrum

At the present stage, teaching materials are still an important tool for classroom teaching of ideological and political education. Under the perspective of the integration of ideological and political education in primary and secondary schools, the process of integrating red culture education into elementary school's ideological and political course needs to grasp the teaching materials as an important carrier, and fully reflect the articulation and coherence of education. [15]In the preparation of teaching materials, the writers should actively seek the integration of red culture and ideological and political courses, and enhance the relevance and coherence of the contents of the teaching materials.

In teaching practice, teachers of primary and secondary school segments should fully study the teaching content of this stage carefully, while combing and studying the teaching priorities of this stage, exploring the similarity and differentiation of the teaching materials of various school segments, and fully grasping the key contents of the teaching materials of adjacent stages. In particular, secondary school teachers should not only consciously connect the teaching content of this stage with the teaching content of elementary school, but also realize the wave forward and spiral upward of the teaching objectives and teaching content on the basis of this adjacent school section, and the continuity of the red culture into the ideological and political classroom under the view of Ideological and Political Integration.

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