



Shandong Practices and Deepening Paths for Integrating Red Culture Resources into the Teaching of the "Compendium of Modern and Contemporary Chinese History" Course

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Abstract: Shandong boasts abundant and profound red culture resources, embodying the struggle and spiritual lineage of the Communist Party of China (CPC). Deeply integrating Shandong's red culture into the teaching of the "Compendium of Modern and Contemporary Chinese History" course holds significant educational value for strengthening the ideals and beliefs of college students. However, current integration efforts face challenges such as insufficient resource exploration, monotonous integration methods, and limited digital dissemination. Therefore, building a digitally empowered "theory-practice" innovative education model tailored to local conditions is proposed to support the fulfillment of the fundamental task of fostering virtue through education in universities.

Keywords: Shandong red culture; "Compendium of Modern and Contemporary Chinese History"; practical paths

1. Introduction

Red culture, a precious spiritual wealth forged by the CPC in leading the Chinese people's great struggles, aligns highly with the teaching objectives of the "Compendium of Modern and Contemporary Chinese History" course. As research indicates, "local red culture carries the CPC's arduous revolutionary and construction history in various regions. Its organic integration into the 'Compendium' course helps enhance college students' historical understanding, emotional identification, and spirit of struggle" [1]. As a major province of red resources, Shandong possesses a complete spiritual lineage — from the Yimeng Spirit to the Jiaodong Red Culture — and numerous historical relics and sites. These provide the "Compendium" course with regionally distinctive teaching materials.

2. The Endowment and Pedagogical Value of Shandong's Red Culture Resources

2.1 The Core Composition of Shandong's Red Culture Resources

Shandong's red culture resources encompass three major categories: material, spiritual, and informational, forming distinct characteristics of "historical completeness, profound connotation, and diverse carriers." From the founding of the Communist Party of China, revolutionary pioneers like Wang Jinmei and Deng Enming began disseminating Marxist theory in Shandong [2]. During the revolutionary era, the Yimeng Mountain area, as Shandong's core revolutionary base, still hosts numerous historical sites, such as the former site of the CPC Shandong Sub-bureau, the Menglianggu Campaign Martyrs' Cemetery, and the East China Revolutionary Martyrs' Cemetery. Furthermore, sites like the Jinan Campaign Memorial Hall and the Jiao Yulu Memorial Hall connect various historical stages, including the New Democratic Revolution and Socialist Construction, forming a material and cultural chain running through modern and contemporary Chinese history.

Shandong's red culture has nurtured diverse spiritual forms originating from the great founding spirit of the Party, forming a unique spiritual lineage. The Yimeng Spirit, as its core representative, centers on the principle of "being as inseparable as fish and water, sharing life and death," vividly portraying the flesh-and-blood ties between the Party and the people. During the revolutionary war period, typical events such as the "Yimeng Red Sister-in-Law" and "Yimeng Mother" demonstrated the people's absolute loyalty to the Party [3]. Additionally, the Wang Jie Spirit of "fearing neither hardship nor death," the Kong Fansen Spirit of "considering the overall situation and selfless dedication," the "shoulder-pole carrier spirit" of "bearing heavy burdens tirelessly," and the fine tradition of "hard struggle and courageous sacrifice" formed in the Jiaodong Anti-Japanese Base Area [4] collectively build a multi-layered and multidimensional spiritual value system. This system deeply integrates with the narrative structure and interpretative framework of the "Compendium" course, effectively transforming Abstract political principles into concrete spiritual symbols, providing a vivid spiritual carrier for the course's theoretical dissemination and value guidance.

Shandong's red culture is transmitted through various forms such as literature, art, and film. Works like the film and

television productions Yimeng and The Jinan Campaign realistically recreate key revolutionary scenes in Shandong, allowing students to directly feel the power of the masses during the revolutionary era. Literary classics like Railway Guerrillas and Bitter Cabbage Flower, directly set against the backdrop of Shandong's revolutionary history, portray vivid heroic images [5]. Red songs such as Follow the Communist Party and Who Doesn't Praise My Hometown, with their simple lyrics and stirring melodies, serve as important tools in classroom teaching to evoke students' emotional resonance.

2.2 The Pedagogical Compatibility of Shandong's Red Culture Resources

Shandong's red culture resources possess a natural affinity with the teaching content of the "Compendium" course. Their historical completeness, spiritual depth, and diversity of carriers can effectively address the shortcomings of traditional teaching and enhance the educational effectiveness of the course.

From the perspective of historical narrative compatibility, Shandong's red culture resources span the entire course of modern and contemporary Chinese history, highly aligning with the historical trajectory of the "Compendium" course. The "Compendium" course follows the historical development since 1840, divided into four core modules: "The Decline and Awakening of Modern China," "The New Democratic Revolution," "Socialist Revolution and Construction," and "The New Period of Reform, Opening-up, and Socialist Modernization." Shandong's red culture resources are richly represented in each module. In the modern period, sites like the Yantai Treaty Port ruins and the former Jiaozhou Bay leased territory bear witness to foreign aggression and the formation of China's semi-colonial, semi-feudal society. During the New Democratic Revolution, the establishment of the Shandong Party organization by Wang Jinmei and Deng Enming, the construction of the Yimeng and Jiaodong revolutionary bases, and major battles like the Menglianggu and Jinan Campaigns completely present the historical process of the CPC leading the people in striving for national independence and liberation. In the period of Socialist Construction, Jiao Yulu's sand control efforts in Lankao and Kong Fansen's deeds in aiding Tibet elucidate the original aspiration and mission of Communists. In the period of Reform and Opening-up, the Qingdao Port fully automated container terminal demonstrates with practical actions the achievements of socialism with Chinese characteristics.

From the perspective of educational goal compatibility, the spiritual core of Shandong's red culture resources is highly consistent with the value orientation of the "Compendium" course. The core goal of the "Compendium" course is to guide students in establishing a correct worldview, outlook on life, and values, and to enhance their political, ideological, theoretical, and emotional identification with the Party. The concepts of the mass line, the spirit of hard struggle, and patriotism embedded in Shandong's red culture share the same origin as the value orientation of the "Compendium" course. Interpreting the Wang Jie Spirit allows for an appreciation of the lofty moral character of Communists. Analyzing the Railway Guerrillas and the mine warfare helps in recognizing the inevitability of the victory of the Chinese revolution.

From the perspective of teaching method compatibility, the diverse carriers of Shandong's red culture resources can meet the demand for teaching innovation in the "Compendium" course. Traditional "Compendium" teaching often relies heavily on theoretical lectures, which can lead to insufficient student interest. Shandong's red culture resources cover various forms such as physical objects, sites, literature, films, and songs, supporting the application of multiple teaching methods like case studies, scenario-based teaching, and practical teaching. For instance, displaying physical artifacts from the Menglianggu Campaign enhances teaching immediacy and concreteness. Organizing students to visit revolutionary memorial halls and conduct red culture research activities achieves the integration of theory and practice.

3. The Value Foundation and Practical Challenges of Integrating Shandong's Red Culture Resources into the "Compendium" Course

Organically integrating Shandong's red culture resources into the teaching of the "Compendium of Modern and Contemporary Chinese History" course resonates intrinsically with the course's educational objectives and represents a necessary choice for addressing current challenges in ideological and political education. "As a cultural carrier of the revolutionary legacy, red culture has consistently served as an effective resource for universities in conducting education on revolutionary tradition, patriotism, and life values"[6]. As a province rich in red resources, Shandong's profound revolutionary tradition and spiritual heritage provide unique, localized teaching materials. The deep integration of these materials into teaching can more effectively help students solidify their ideals and beliefs within the historical narrative. Furthermore, the teaching objective of the "Compendium" course is to help students "deeply understand how history and the people chose Marxism, the Communist Party of China, the socialist path, and reform and opening-up"[7]. The organic integration of red culture serves as a crucial entry point for advancing the teaching reform of the "Compendium." Currently, various issues exist in teaching, such as the abstraction of theoretical instruction, insufficient student engagement, and the disconnection between value guidance and practice. While these issues can be gradually mitigated through case-based teaching, situational

experiences, and practical research activities, a closer examination reveals that current integration practices still face systematic practical constraints. For instance, red resources are often fragmented in integration efforts, with inadequate educational systematization and transformation. In terms of practical collaboration, mechanisms for cooperation between universities and memorial institutions or local authorities are underdeveloped. Regarding technological empowerment, the digital construction of red culture resources is relatively lagging, and the development of innovative teaching carriers is insufficient, making it difficult to fully align with the learning habits and cognitive characteristics of contemporary students.

4. Pathways for Deepening the Integration of Shandong's Red Culture Resources into the "Compendium" Course

4.1 Systematically Explore and Integrate Resources to Build a Teaching Resource System

On one hand, deepen the research, exploration, and systematic integration of red culture resources. Universities can collaborate with Party history research institutions to form professional teams, systematically organize Shandong's red culture, and focus on uncovering its historical background, spiritual essence, and contemporary value. This involves establishing a teaching resource database that includes red-themed films, historical accounts, and other materials, and promoting resource sharing among universities. Developing a unified platform can facilitate the efficient utilization of high-quality resources.

On the other hand, promote the effective transformation of resources into teaching content. Develop guidelines for the pedagogical conversion of red culture resources, clarifying the teaching objectives, key points, methods, and evaluation approaches for different resources. This will foster the organic integration of red culture cases with course theories. Taking the "Deeds of the Yimeng Red Sisters-in-Law" as an example, teaching objectives such as "understanding the role of the masses" and "appreciating the close ties between the Party and the people" can be set, accompanied by teaching methods like case studies and video instruction, as well as corresponding evaluation forms, thereby enhancing teaching relevance and educational effectiveness.

4.2 Innovate Teaching Models and Integrate Practical Pathways to Boost Educational Effectiveness

Regarding classroom teaching models, focus on promoting dual-track innovation through case-based and scenario-based teaching. On one hand, introduce case teaching methods by selecting typical Shandong red culture stories for integration into the curriculum. For instance, when explaining "The Founding of the Communist Party of China and the National Revolution," use the example of Wang Jinmei and Deng Enming establishing the Shandong Party organization to analyze the dissemination of Marxism and the inevitability of Party formation. When discussing "The War of Resistance Against Japan," employ the case of the Zangma Unit to elucidate the Party's role as the mainstay. The teaching process can follow a "case presentation — problem guidance — group discussion — summary enhancement" sequence to cultivate students' historical thinking skills. On the other hand, utilize scenario-based teaching methods by leveraging red-themed films, cultural relic displays, VR technology, and other means to create immersive atmospheres. For example, use VR to recreate scenes from "The Mine Warfare" or organize red culture-themed theatrical performances to enhance student engagement and interaction. Simultaneously, integrate multimedia technology to diversify teaching formats. Establish a digital teaching platform for Shandong's red culture, featuring modules such as "Virtual Tours of Red Heritage Sites," enabling students to "visit" red bases like the Menglianggu Campaign Martyrs' Cemetery online, thereby extending the teaching space and time.

In terms of practical teaching, actively expand its dimensions and construct a collaborative education mechanism. Through cooperation between universities and red culture bases or cultural tourism departments, establish practical teaching bases and develop regularized teaching plans. For example, collaborate with Yangjiashan to organize themed activities like "Inheriting the Red Legacy," encouraging students to deepen their understanding through practice. Additionally, carry out diverse practical activities, including organizing red culture research surveys and conducting community red culture lectures, to enhance students' ability to integrate knowledge with practice.

4.3 Advance Digital Construction and Innovate Forms of Dissemination and Presentation

On one hand, revitalize digital resources by systematically undertaking the digitalization of red heritage sites, cultural relics, and documents. Utilize technologies such as 3D laser scanning and multispectral acquisition to create high-precision models of core sites, three-dimensionally restoring details of revolutionary artifacts. Gradually establish a digital text repository for revolutionary documents, allowing students to "immersively" perceive historical scenes through methods like virtual tours.

On the other hand, expand dissemination formats to enable red culture stories to "break through traditional circles." Actively leverage new media platforms to innovate dissemination methods. For instance, produce and release short videos

like "Understanding the Yimeng Red Sisters-in-Law in One Minute" or "Key Facts About the Menglianggu Campaign," popularizing red history in a lightweight and engaging manner to broaden the social influence of red culture.

5. Conclusion

Shandong's red culture, with its profound historical heritage and significant educational value, serves as a crucial resource for the teaching of Compendium of Modern and Contemporary Chinese History. Promoting their deep integration can effectively drive innovation in teaching models and enhance educational outcomes. Currently, this integration still faces challenges in resource consolidation, practical mechanisms, and digital development. To address these, it is essential to construct a digitally empowered "theoretical-practical" innovative educational model, thereby achieving the effective transformation of red culture from mere resources into course content and from knowledge into values. Moving forward, continued efforts should be guided by XI Jinping, focusing on broadening and deepening the integration of red culture into ideological and political education, ensuring that the revolutionary heritage becomes deeply embedded and passed down through generations.

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