

# A Research on the Status and Cultivation of Contemporary College Students' Identification with Chinese Red Culture

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**Abstract.** Chinese Red Culture (CRC) plays an important role in shaping the worldview, values, and ideological education of contemporary college students. This study is based on the historical perspective of the new era, grasps the current situation and existing problems of contemporary college students' identification with CRC through questionnaire surveys, analyzes the causes of the problems, and proposes cultivation paths to enhance contemporary college students' identification with CRC.

## 1 Introduction

Chinese Red Culture (CRC) refers to a series of symbols, values, historical events and figures formed in the process of revolution, construction and reform under the leadership of the CPC, including but not limited to the history of the CPC, Mao Zedong Thought, the War of Resistance against Japan, the War of Liberation, the Cultural Revolution, reform and opening up and other contents<sup>[1]</sup>. This rich historical and cultural heritage not only has important political, social, and cultural values, but also has a profound impact on China's contemporary and future development.

However, in recent years, the inheritance and identification of red culture face a series of challenges and problems such as cultural diversity, the impact of globalization and modernization, changes in people's ideological views and so forth in contemporary society<sup>[2]</sup>. Therefore, this research aims to deeply explore the current status of contemporary Chinese college students' identification with CRC, and focus on how to cultivate and inherit CRC to meet the cultural needs of contemporary college students and promote the inheritance and development of CRC in the future.

## 2 Current Status of Students' Identification with CRC

This research conducted a questionnaire survey on 438 college students from X University of Guangdong Province, focusing on the basic investigation of students' understanding of Chinese red culture, depth of interest in Chinese red culture and identification with Chinese red culture. The specific results are manifested as follows.

### 2.1 Insufficient understanding of CRC

According to the survey results, out of 438 respondents, 213 students (taking up 48.63% of total sample size) have some understanding of Chinese red culture (such as its meaning, content, and causes of appearance), while the remaining 225 people (reaching 51.36% of total sample size) possess little understanding of CRC. Regarding CRC and Chinese revolutionary culture, 224 college students (making up 51.14% of total sample size) are able to make distinctions and connections, while the rest of 214 students (achieving 48.86% of total sample size) cannot distinguish these two kinds of cultures clearly. At the same time, 223 college students (amounting to 50.91% of total sample size) are in a position to recognize that the listed attractions (such as the Guangzhou Uprising Memorial Hall, Shenzhen Museum, Window of the World, Dongguan Museum, Shanwei Pengpai Former Residence) belong to Chinese red cultural sites, while 215 people (attaining 49.08% of total sample size) have no idea of them. In other words, contemporary college students' insufficient understanding of the theory of CRC is mainly reflected in their limited understanding of CRC, inability to distinguish between CRC and revolutionary culture, and unclear understanding of Chinese red cultural heritage sites.

### 2.2 Weak emotional cognition of CRC

The research results show that 214 college students (clocking up 48.85% of total sample size) are interested in CRC, while the remaining (occupying 51.14% of total sample size) have weak interest. Concerning the issue of whether the relationship between CRC and today's real society is close, 231 respondents (having 52.73% of total sample size) believe that CRC is closely related to modern society, while the rest of them (achieving 47.26% of total sample size) hold the oppositions. In the meantime, 229

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subjects (attaining 52.28% of total sample size) deem that they could work hard, make selfless contributions, and strictly discipline themselves like revolutionary heroes in their studies, work, and life, yet the remainders (reaching 47.71% of total sample size) are unable to do so. Based on these above data, it can be seen from a series of behaviors such as college students' weak interest in CRC, inability to fully recognize the close connection between CRC and today's real society, and incapacity to apply the spirit of revolutionary heroes to their daily lives that contemporary college students have a weak emotional cognition of CRC.

### **2.3 Poor behavioral practice of CRC**

The results demonstrate that 227 college students (taking up 51.86% of total sample size) are willing to actively promote CRC, 211 persons (accounting for 48.17% of total sample size) have a weak willingness. Besides, there are 214 testees (making up 48.85% of total sample size) who often visit Chinese red cultural sites (including memorials, memorial sites, museums, red scenic spots, etc.), while the rest (accounting for 51.14% of total sample size) cannot do so. Meanwhile, in the face of distorted Chinese red stories and defamation of revolutionary martyrs and heroes on the Internet, 247 students (attaining 56.39% of total sample size) proclaim they will resolutely resist and crack down these remarks or utterances, and the remaining people (having 44.97% of total sample size) are unwilling to take actions. That is to say, the mentioned-before results indicate that college students' shortage of strong behavior and practice towards CRC is chiefly mirrored in their low willingness to actively promote CRC, their weak initiative to visit Chinese red cultural sites, and their poor performance on distorted and defamed Chinese red stories and the statements of revolutionary martyrs and heroes.

## **3 Cause Analysis of Students' Identification with CRC**

### **3.1 Cause for students' insufficient understanding of CRC**

Firstly, the current university education system in China still focuses on exam-oriented education, neglecting the cultivation of students' ideological and moral qualities. Simultaneously, in the process of ideological and political teaching, teachers often simply state the events and neglect in-depth interpretation and theoretical explanation of red culture [3].

Secondly, the current social environment is prone to negative ideas such as materialism, hedonism, and money worship. Incorrect ideological concepts and values run counter to the spiritual concepts promoted by red culture, and the new and diverse cultural waves have had a great impact on red culture. Thus, this kind of fast-paced and utilitarian lifestyle has led to a lack of identification and interest in red culture among college students.

Lastly, contemporary college students are generally wanting in independent and in-depth learning and thinking about red culture, often just keeping the superficial understanding and cognition of CRC. Due to the limitations of age and experience, they find it difficult to deeply understand the connotation and essence of red culture.

### **3.2 Cause for students' weak emotional cognition of CRC**

On the one hand, the revolutionary era has passed for decades or even longer, and there is a time gap between contemporary college students and historical events and heroic figures during the revolutionary period [4]. Moreover, there are significant differences in the growth environment and experience compared to the historical and social backgrounds of the revolutionary era. Hence, it is difficult for college students to deeply perceive and feel the spiritual connotations and emotional values represented by red culture, personally experience the passion and grandeur of that era. Without substantial spiritual resonance, college students' emotional understanding of red culture is relatively weak.

On the other hand, with the reform of the education system, the teaching content of ideological and political courses has also undergone certain changes. In the teaching process, teachers often fail to emphasize and cultivate students' emotional cognition of red culture, and emphasize more on imparting knowledge while neglecting the cultivation of students' emotions.

### **3.3 Cause for students' poor behavioral practice of CRC**

For one thing, with the rapid development of society and the impact of globalization, the cultural identification of contemporary college students is comparatively weak. They are more exposed to international and diverse cultures, and lack in-depth understanding and identification with red culture, resulting in weak behavioral practice.

For another, some college students' perception of red culture is only superficial and lacks in-depth thinking and cognition. They may have cognitive and conscious deficiencies in how to integrate the spiritual connotations of red culture into their own behaviors [5]. Therefore, college students have low initiative in the learning and dissemination of red culture, from the initial cognition to the shallow emotional level, ultimately leading to weak behavioral practice of CRC.

## **4 Path to Cultivating Students' Identification with CRC**

### **4.1 At the social level**

First of all, to create a favorable social environment and atmosphere, all sectors of society should work together to create an atmosphere that encourages respect and

inheritance of red culture. By celebrating anniversaries, cultural festivals, and other means, college students' recognition of red culture will be raised.

Second, governments, social organizations, and others can cooperate with each other to organize forums and seminars on the theme of red culture, promote academic research and exchange, enhance the in-depth dissemination of red culture, and convey the values of red culture.

Third, it is significant to exploit the red cultural and creative industry, encourage the creative industry to combine red cultural elements and develop derivative products, such as red-themed books, film and television works, artworks, etc., to appeal to the interest of young people.

Eventually, all sectors of society also need to pay attention to the protection and promotion of historical and cultural sites, protect and restore important red historical and cultural sites, such as revolutionary sites, memorial halls, etc., so that people can have a more intuitive understanding of the development process of red culture. At the same time, carrying out relevant promotional activities to attract public visits and deepen people's emotional connection is also indispensable.

#### **4.2 At the school level**

First, in contemporary society, to intensify college students' identification with CRC, schools should optimize the education system and strengthen red-culture education. Chinese revolutionary history, red culture and other related content are added to the curriculum, so that students can have a more comprehensive understanding of Chinese history and culture<sup>[6]</sup>.

Then, relevant elective courses are offered to enable students with interest to learn the essence of red culture and the ideas behind it. Meanwhile, it is vital to integrate red culture into the education system, incorporate CRC into the educational curriculum, and there can be relevant courses at different stages in university. Through history, literature, art and other courses, the core values and historical background of red culture are taught in a simple way, and students are helped to understand the history of Chinese revolution and heroes.

What is more, colleges and universities can stress on the education and publicity of red culture, organize some visits to revolutionary historical monuments and memorials, etc., and deepen the cognition of red culture through on-the-spot understanding of history. In the meantime, various forms of media, such as film and television works and documentaries, can be used to vividly show the connotation of red culture to attract the interest of college students.

#### **4.3 At the teacher level**

Firstly, to enhance the contemporary college students' recognition of CRC, teachers need to set a good example and give play to the power of examples. Teachers are trained across disciplines, and teachers of different majors are encouraged to participate in the research and

inheritance of red culture, and interdisciplinary exchanges and cooperation are promoted.

Secondly, carrying out relevant research projects in the humanities, social sciences, arts and other fields to integrate red culture into the learning and research of different disciplines. It is helpful to open interdisciplinary courses, break disciplinary barriers, and promote the cross-integration of red culture and knowledge in other fields.

Thirdly, outstanding teachers are able to stimulate students' interest in learning and help them build a solid foundation through lively explanations, interesting cases and practical applications. At the same time, teachers can make full use of modern scientific and technological means to establish an online red cultural resource library, improve themselves, and provide students with a variety of learning materials and interactive contents.

#### **4.4 At the student level**

In the first step, as a new generation of intellectuals, college students ought to deeply understand the importance and far-reaching influence of red culture through learning and studying the history of the CPC and the progress of the Chinese revolution.

In the second step, college students should make full use of the role of the Internet and social media, which have an important influence on contemporary college students. Through these platforms, college students' cognition and attitude toward red culture can be shaped.

In the third step, with the rapid development of modern society, college students are capable of combining red culture with current art and cultural expression in innovative ways to create works with modern characteristics, such as music, painting, literature and so on. This helps to inject red culture into contemporary cultural creation, making it closer to young people's aesthetics and interests. At the same time, college students can actively engage in volunteer service activities with the theme of red culture, such as cleaning up red cultural sites, explaining volunteers, etc., combining emotions with practical actions, so as to truly identify with CRC from the mind to the action.

### **5 Conclusion**

In summary, there are certain deficiencies in the current status of contemporary college students' identification with CRC. Cultivating contemporary college students' identification with CRC requires the efforts from society, schools, teachers and students themselves. Only through the joint efforts of the whole society, can contemporary college students better identify and inherit CRC, and contribute to the realization of the Chinese Dream of the great rejuvenation of the Chinese nation.

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