

Exploring the Integration of Red Cultural Resources in Guangdong into the Teaching of Conspectus of Chinese Modern History

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Abstract

Integrating Guangdong's red cultural resources into the "Conspectus of Chinese Modern History" course holds significant importance. By combining local red cultural resources with university ideological and political education, this approach not only enriches teaching content and enhances the appeal of theoretical courses, but also deepens students' understanding of local Party history. This integration better achieves educational objectives while fostering patriotic sentiments. This paper examines challenges in incorporating Guangdong's red cultural resources into "Conspectus of Chinese Modern History" instruction and proposes corresponding solutions. Through analyzing current implementation gaps, we propose specific measures such as optimizing teaching content, innovating instructional methods, and strengthening faculty development, leveraging the unique richness of Guangdong's red cultural resources. These initiatives aim to improve teaching effectiveness and strengthen students' historical awareness and patriotic consciousness.

Keywords

Red cultural resources in Guangdong
Conspectus of Chinese Modern History
Ideological and political education

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1. Foreword

As a required public course for undergraduate students in higher education, "Conspectus of Chinese Modern History" aims to help students understand national history and conditions, and deeply comprehend the choices made by history and the people. Guangdong, as a significant birthplace of modern Chinese revolution, possesses abundant red cultural resources. Integrating

these resources into the "Conspectus of Chinese Modern History" course is crucial for enhancing teaching effectiveness and strengthening students' patriotic sentiments. However, practical implementation still faces challenges in incorporating red cultural resources, requiring effective strategies to address these issues.

2. The richness and uniqueness of Guangdong's red cultural resources

Guangdong, as one of the cradles of China's modern revolution, boasts exceptionally rich and distinctive red cultural resources. On this land, significant historical sites such as the Site of the Third National Congress of the Communist Party of China, Guangzhou Peasant Movement Training Institute, Central Red Traffic Line (Shantou Station), and Red Palace Red Square Memorial Museum shine like luminous stars across the river of history. These resources not only document the entire process of the socialist revolution and construction pioneered by the Communist Party of China but also form an indispensable chapter in historical education, providing us with invaluable historical insights and spiritual wealth.

2.1. Density of historical events

From the thunderous cannon fire of the Opium War to the earth-shaking Xinhai Revolution; from the turbulent Northern Expedition to the fearless Guangzhou Uprising, Guangdong has played a pivotal role in these monumental historical events. These events not only form vital components of China's modern history but also serve as the living wellspring of Guangdong's revolutionary cultural heritage. Through vivid historical accounts, they demonstrate the courage and wisdom of Guangdong's people in revolutionary struggles.

2.2. Richness of revolutionary sites

According to statistics, Guangdong Province is home to over 4,300 revolutionary heritage sites, including 313 red military cultural relics of exceptional historical significance. These sites not only bear witness to the heroic deeds of revolutionary martyrs but also serve as vital venues for future generations to honor these pioneers and learn from revolutionary spirit. Through these sites, people can personally experience the hardships and greatness of the revolutionary era, gaining a deeper understanding of the essence and value of red culture.

2.3. The inheritance of red spirit

Guangdong's red cultural heritage embodies profound revolutionary spirit, including the indomitable Jिंगgangshan Spirit, self-reliant Yan'an Spirit, and courageous Long March Spirit. These enduring values

have been authentically preserved and revitalized in Guangdong. Not only do they constitute invaluable spiritual assets forged through revolutionary struggles, but they also serve as vital inspiration for shaping modern university students' ethos and fostering patriotic consciousness. Through studying these revolutionary legacies, students gain deeper understanding of their historical mission and responsibilities, ultimately contributing to realizing the Chinese Dream of national rejuvenation.

3. The significance of integrating Guangdong's red cultural resources into the Conspectus of Chinese Modern History curriculum

3.1. Enrich the course content and enhance the affinity of the course

As a crucial component of ideological and political education in higher education, the "Conspectus of Chinese Modern History" covers various aspects of China's modern history. However, its content often appears overly broad due to length constraints, lacking specific details and vivid case studies. Guangdong's red cultural resources, as a precious spiritual treasure of the Chinese nation, provide abundant materials and case studies for this course, effectively addressing these shortcomings. By incorporating Guangdong's red cultural resources such as revolutionary sites, memorial halls, and martyrs' cemeteries, the course content becomes more concrete and engaging, thereby stimulating students' interest and enhancing teaching effectiveness. For instance, when explaining historical events during the Anti-Japanese War period, introducing the heroic deeds of Guangdong's People's Anti-Japanese Guerrilla Corps through narratives of their courageous struggles and spirit of sacrifice can help students gain a deeper understanding of that era, appreciating the resilience and bravery of the Chinese people^[1].

3.2. Enhance students' understanding of local Party history

As a pivotal birthplace of the Chinese revolution, Guangdong possesses abundant local Party history resources. Integrating these revolutionary cultural

assets into the “Conspectus of Chinese Modern History” curriculum enables students to gain deeper insights into regional Party history and comprehend the Communist Party’s pivotal role in local revolution and nation-building. Through studying Guangdong’s revolutionary legacy, learners can understand how the Communist Party led people to victory amidst extreme hardships. This approach not only strengthens historical awareness but also cultivates regional identity and national responsibility^[2].

3.3. Enhancing patriotic feelings

Red cultural resources serve as vital vehicles for nurturing patriotic spirit. Through field visits to these heritage sites, listening to revolutionary stories, and experiencing the spirit of martyrs, students gain deeper appreciation for the heroic deeds and selfless dedication of revolutionary pioneers, thereby strengthening their patriotic sentiments^[3]. In Guangdong Province, numerous renowned red cultural sites exist, including the Guangzhou Uprising Memorial Hall and the former headquarters of Ye Ting’s Independent Regiment. These locations embody the heroic deeds and revolutionary spirit of martyrs. By organizing student visits to these heritage sites, allowing them to personally experience the great spirit and noble virtues of revolutionary martyrs, we can ignite patriotic enthusiasm and cultivate national pride and awareness among students. This emotional cultivation holds significant importance in fostering students’ sense of national identity and ethnic spirit, helping them become new-era youth with patriotic sentiments and a strong sense of national responsibility.

4. Problems existing in the integration of Guangdong’s red cultural resources into the teaching of Conspectus of Chinese Modern History

4.1. Insufficient resource integration

As a historic revolutionary base in China, Guangdong possesses abundant red cultural resources such as revolutionary sites, memorial halls, and heroic deeds. These resources serve as vital platforms for patriotism education and the inheritance of revolutionary heritage. However, their integration and utilization in actual teaching remain insufficient. On one hand, some

teachers have limited knowledge of these resources, often only familiar with basic historical events and figures while lacking deeper understanding of region-specific cultural elements. This results in difficulties in effectively incorporating them into curriculum design^[4]. On the other hand, even when aware of rich red cultural resources, teachers frequently struggle to access them due to the absence of unified resource-sharing mechanisms or platforms. They often need to invest significant time and effort in collecting and organizing materials, which further restricts the effective application of red cultural resources in teaching.

4.2. Single teaching method

Currently, the teaching methodology for the course “Conspectus of Chinese Modern History” remains predominantly traditional lecture-based. While this approach effectively imparts historical knowledge systematically, it shows notable shortcomings in integrating red cultural resources. On one hand, lecture methods tend to emphasize theoretical indoctrination while neglecting the cultivation of students’ practical skills and emotional engagement. As educational resources rich in historical depth and emotional resonance, red cultural elements require hands-on experience through practice to fully realize their educational value. However, current teaching approaches often overlook this aspect, resulting in superficial integration of red cultural resources that lacks field investigations and experiential learning components, thereby failing to stimulate students’ interest and enthusiasm. On the other hand, lecture-based teaching lacks interactivity and participation, leaving students as passive recipients of knowledge without opportunities for active thinking and exploration^[5]. This, to some extent, diminishes the educational effectiveness of red cultural resources in teaching.

4.3. Students have a weak sense of identity

With the development of market economy and cultural exchanges between East and West, contemporary college students face diversified value systems and cultural choices. In this context, red culture—a form of educational resource with specific historical background and cultural connotations—has seen its recognition and status among students challenged to some extent. On one

hand, some students perceive red culture as too distant from their daily lives, finding it difficult to resonate or identify with. They may prefer modern, trendy cultural elements while maintaining a certain distance from red culture, which carries strong historical significance and political implications. On the other hand, influenced by Western culture and values, some students harbor skepticism and critical attitudes toward red culture. This lack of identification not only affects the acceptance and influence of red cultural resources in education but also negatively impacts students' ideological growth and value formation.

4.4. Weak teaching force

Ideological and political education instructors play a vital role in preserving revolutionary heritage and nurturing its cultural legacy. However, some educators currently demonstrate deficiencies in their understanding of revolutionary cultural knowledge systems. Firstly, many teachers lack systematic training in red culture studies, resulting in superficial comprehension and underutilization of these resources. This impedes effective integration of revolutionary cultural materials with the curriculum content of "Conspectus of Chinese Modern History," ultimately undermining educational outcomes. Secondly, certain educators' limited personal interests or research focus lead to insufficient exploration of revolutionary cultural resources. Consequently, they struggle to fully uncover the profound meanings and practical value of these materials, failing to transform them into meaningful pedagogical tools. Such faculty shortcomings not only hinder the effective application of revolutionary cultural resources in teaching but also create constraints on students' ideological development and value formation.

5. Integration of Guangdong Red cultural resources into teaching strategies of Conspectus of Chinese Modern History

5.1. Optimize teaching content and strengthen resource integration

To fully leverage Guangdong's red cultural resources, universities should establish a systematic repository of

revolutionary heritage. This digital resource bank should encompass not only physical assets like historical sites and memorial halls but also multimedia materials such as academic publications and archival footage, providing comprehensive learning resources for faculty and students across multiple dimensions. The repository must adopt digital management systems to facilitate efficient retrieval and access. Building on this foundation, educators should identify synergies between revolutionary cultural resources and the teaching content of the Outline Curriculum. For instance, when discussing historical events such as the Xinhai Revolution and the Anti-Japanese War, incorporating Guangdong's revolutionary heritage sites and memorial facilities can make these narratives more vivid and relatable. Furthermore, educators could integrate revolutionary literature to guide students in understanding the cultural significance and national spirit behind these historical events.

5.2. Innovative teaching methods to improve teaching effectiveness

Field study-based teaching is an intuitive and dynamic educational approach. Universities can organize students to visit red cultural heritage sites in Guangdong Province, such as the Guangzhou Uprising Memorial Hall and Dongjiang Column Memorial Hall. Through guided tours, interactive explanations, and hands-on experiences, students can personally appreciate the charm of revolutionary culture, enhancing their learning engagement. This method not only deepens students' understanding of historical events but also cultivates their sense of historical responsibility and mission. Beyond field visits, educators can employ interactive teaching models like case studies, group discussions, and role-playing. For instance, when discussing anti-Japanese heroes in Guangdong, teachers could organize group discussions about the spiritual qualities and lessons from these figures, or have students portray historical heroes through role-playing. These interactive approaches effectively stimulate student interest, boost participation, and improve teaching effectiveness.

With the continuous advancement of new media technologies, universities can fully leverage digital platforms and virtual simulation techniques to present red cultural resources in more vivid and intuitive ways

to students. For instance, they could develop virtual simulation laboratories for red cultural resources, allowing students to conduct field investigations and learning experiences within virtual environments. Alternatively, online platforms could be utilized to establish learning communities for red cultural resources, enabling students to engage in study and communication anytime, anywhere.

5.3. Strengthen the construction of teachers and improve the teaching level

Teachers are the core of education, and their professional competence directly impacts teaching quality. Therefore, universities should regularly organize training programs on red cultural knowledge to enhance the professional expertise and teaching skills of ideological and political course instructors. The training content could include fundamental theories of red culture, historical event analysis, and innovative teaching methodologies. Through such training, educators can gain deeper insights into red cultural resources and improve their instructional capabilities. Beyond internal training, universities may also invite experts and scholars in red cultural studies to deliver lectures or teach at campus events. These professionals, with their profound academic expertise and rich practical experience, can provide students with more specialized and in-depth guidance. By engaging in exchanges and learning from these experts, students can better understand the essence and value of red cultural resources.

5.4. Enhance students' sense of identity and participation

To enhance students' sense of identity and engagement, universities can organize diverse red culture activities. For instance, hosting red culture knowledge competitions

and themed speech events allows students to learn and inherit revolutionary heritage through participation. These initiatives not only deepen students' understanding of red culture but also cultivate teamwork and communication skills. Additionally, institutions could integrate red cultural resources with current social issues. When discussing Guangdong's reform and opening-up journey, educators might highlight the region's economic achievements and challenges. When recounting anti-Japanese heroes' stories, students could be guided to reflect on how to carry forward these heroic spirits in the new era. By combining red cultural elements with contemporary hot topics, students can draw spiritual strength from revolutionary heritage while strengthening national identity and ethnic pride.

6. Conclusion

In conclusion, integrating Guangdong's red cultural resources into the Conspectus of Chinese Modern History curriculum holds significant importance. By enriching course content, enhancing students' understanding of local Party history, and strengthening patriotic sentiments, we can further improve the teaching effectiveness and quality of ideological and political education. However, challenges persist in this integration process, including insufficient resource integration, monotonous teaching methods, weak student engagement, and inadequate faculty resources. To address these issues, this paper proposes strategies such as optimizing teaching content, innovating instructional approaches, and strengthening faculty development. Implementing these measures will effectively enhance teaching outcomes, deepen students' historical awareness and patriotic consciousness, and provide robust support for cultivating high-quality talents for the new era.

Disclosure statement

The author declares no conflict of interest.

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