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Paths for Integrating Local Red Culture into Ideological and Political Courses of Agronomy Majors

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Abstract Local red culture is an important educational resource. Integrating it into the course of agronomy majors is an important part of cultivating applied talents who grasp and love agriculture in the new era. This paper analyzes the necessity of integrating local red culture into courses of agronomy majors, discusses the current challenges, and puts forward specific recommendations.

Key words Local red culture, Agronomy majors, Ideological and political courses

1 Introduction

As early as in 2014, general secretary Xi Jinping stated that we should take advantage of red resources, develop red tradition, and carry on red genes. In 2015, Xi Jinping visited Zunyi in Guizhou Province and gave the important instruction of "carrying on red genes and telling the story of Zunyi". In 2021, on the occasion of the centenary of the Communist Party of China, the general secretary visited Guizhou again and further emphasized the need to "deeply understand the original aspiration and mission of the communists from the spirit of the Long March and the spirit of the Zunyi Conference". Local red culture is a red cultural resource preserved in a specific geographical space, which is closely related to the study and life of local college students, and is also a unique resource of ideological and political courses. Red is the bright background of Zunyi City. Integrating the rich local red culture of Zunyi into the ideological and political courses of the agronomy majors curriculum through curriculum teaching, and transforming it into new and high-quality teaching resources, is of great significance for implementing the fundamental task of "cultivating virtue and cultivating people", cultivating the "three rural areas" feelings of

agronomy majors college students, and cultivating application-oriented talents who grasp agriculture and love agriculture in the new era, and also of great significance for implementing the spirit of the 20th National Congress of the Communist Party of China and boosting the rural revitalization.

2 Necessities for integrating local red culture into the ideological and political courses of agronomy majors

2.1 Promoting the reform and exploration of the ideological and political teaching of agronomy majors

In May 2020, the Ministry of Education issued the *Guidelines for Ideological and Political Education in Higher Education Colleges and Universities*, which proposes to comprehensively promote the ideological and political construction of college courses, give full play to the educational role of each course, and improve the quality of talent training in colleges and universities. Zunyi Normal University, as a local university in Guizhou Province, especially an application-oriented university in Zunyi, a "Red Holy Land" and an old revolutionary base area, has carried out the teaching reform of ideological and political education in various professional courses according to its own professional characteristics. College students in Zunyi are the key subjects to inherit the local red culture. Through using the unique local red culture, agronomy majors pay attention to cultivating students' feelings of "agriculture, countryside and farmers in a big country", strengthen their ideals and beliefs, enhance their cultural self-confidence, guide students to take strengthening agriculture as their own responsibility in the teaching process, and further promote the reform of talent training mode in the context of new agricultural science.

2.2 Improving the comprehensive quality of agronomy students

(i) Integrating local red culture into the ideological and political courses of agronomy majors is conducive to enhancing the patriotism of agronomy students. Patriotism is the essential core quality of college students, the fine tradition of the Chinese

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nation for thousands of years, and the booster of national and social progress. As college students of agronomy majors in the new era, they should have a thorough understanding of Zunyi's local red culture during their learning. History is the best textbook and can better stimulate students red patriotism and embody the fundamental task of "fostering virtue through education".

(ii) Integrating local red culture into the ideological and political courses of agronomy majors is conducive to promoting the innovative spirit of agronomy students. The successful convening of the Zunyi Conference criticized the previous wrong line. It is a new and correct leadership established by the Communist Party of China in a timely manner in accordance with the reality of the Chinese revolution, and is also a bold innovation in the Sinicization of Marxism. Under the background of new agricultural science, agriculture and other industries are required to be better cross-integrated, which requires college students of agronomy majors to have a strong sense of innovation and innovation ability, to dare to reform and innovate in traditional agriculture, so as to achieve new breakthroughs and new development.

(iii) Integrating local red culture into the ideological and political courses of agronomy majors is conducive to enhancing the spirit of struggle of agronomy students. After the victorious convening of the Zunyi Conference, the CPC led the main force of the Red Army to overcome difficulties and work hard, experienced battles such as Crossing the Chishui River Four Times and Great Victory of Loushanguan, and finally won the victory of strategic transfer after tens of thousands of miles of conquest. The particularity of crop growth cycle and environmental conditions makes agriculture different from other industries. To achieve great development, we must carry forward the spirit of hard struggle, prepare for a protracted war, achieve the unity of theory and practice, and establish the ideal and belief of victory.

2.3 Promoting the development of local red cultural resources As an important red city in Guizhou Province, Zunyi has bred a lot of red culture. College students in Zunyi study and live in this red land, and through the integration of red culture into the ideological and political curriculum, they can receive the education of Zunyi red culture at close range. They can deeply feel the nourishment of Zunyi's red spirit, sow red seeds and brand red marks in their hearts. At the same time, with the development of the times, college students in the new era will keep pace with the times to enrich and improve the red culture, which is the key force to inherit the local red culture in Zunyi^[1]. In addition, taking Zunyi Red Cultural Site as the practice base of curriculum ideological and political education can effectively protect the red cultural resources. Because the practice bases of college students of agronomy majors are basically in the countryside or suburbs, it is feasible to better combine the local red cultural sites, develop red rural tourism, find out the red family background, and further publicize and protect the red cultural resources of Zunyi.

3 Challenges in the process of the integration of local red culture into ideological and political courses of agronomy majors

3.1 Inadequate understanding of local red culture College students in the new era were born and grew up in a peaceful era. Compared with the revolutionary period in Zunyi, the comprehensive strength of the country and the living standards of the people are very superior. Most students can not imagine the danger of the revolutionary era and can not understand the difficulties of revolutionaries, so it is difficult to have a real resonance. In addition, each student's background and cognitive level are different, and their understanding of red culture is different. Some students only stay at the level of hearing of and half-understanding of red culture, while fewer students can understand the profound connotation of red culture. The above problems have brought new challenges to the inheritance of local red culture.

3.2 Old teaching methods of local red culture On the one hand, at present, university teachers are still accustomed to traditional indoctrination teaching methods and lack of inquiry learning of red culture, so it is difficult to stimulate students' learning initiative. Teachers lack thinking about the connotation of red culture, and have not made enough efforts in content structure and propaganda. The educational process just becomes a mere formality and it is not attractive enough for students, so it is difficult to truly integrate into the curriculum ideological and political education. On the other hand, with the rapid development of cultural communication in the new era, teachers have not made good use of modern tools such as new media, new technologies and new means to integrate red culture with curriculum ideology and politics. Traditional on-site observation, expert lectures and other ways do not fully conform to the ideological characteristics of contemporary college students and the characteristics of the times, resulting in students' sense of distance from the local red culture. The above phenomena have brought new challenges to the innovation of educational ideas of college and university teachers.

3.3 Integration of local red culture into professional courses of disciplines not in place The key of ideological and political education in colleges and universities is to integrate the professional courses of various disciplines into the ideological and political elements, to realize the mode of collaborative education. However, in the process of teaching, due to the strong logic and professionalism of agronomy courses, the ideological and political teaching integrated with Zunyi red culture is mainly aimed at the cultivation of beliefs and morality. Some teachers often neglect the fundamental task of "fostering virtue through education" and think that ideological and political education has nothing to do with their profession. Some teachers even oppose ideological and political education to professional courses^[3], believing that ideological and political courses will take up the time of professional teaching and affect the teaching effect. Therefore, teachers of ag-

ronomy majors need to explore the ideological and political elements of red culture in the curriculum, and at the same time, they need to integrate with the professional curriculum system. The above situations have brought new challenges to the collaborative education of professional courses and ideological and political courses of university teachers.

4 Recommendations for integrating local red culture into the ideological and political course of agronomy majors

4.1 Establishing Zunyi local red culture resource bank Zunyi Red Culture refers to the unique resources and culture formed by the Communist Party of China by combining Marxism-Leninism with the specific reality of the Chinese revolution and guiding the Red Army and leading the masses in the struggle carried out in Zunyi according to the special geographical environment of Zunyi. In the process of strategic transfer, the Party and the Red Army left many valuable red resources in the Zunyi area, mainly in material and spiritual forms, including various memorial halls, such as: Zunyi Conference Site, Gouba Conference Memorial Hall, Site Museum of Loushanguan Battle, Site Museum of Qinggangpo Battle, Memorial Hall of Crossing the Chishui River Four Times, Women's Red Army Memorial Hall, *etc.*; also including various red stories, such as: Taking Zunyi City by Strategy, Gouba Horse Lantern Story, Great Victory of Loushanguan, Crossing the Chishui River Four Times, Red Army Hygienist Long Siquan, and so on. Zunyi Normal University organized a special red culture research team to explore and inherit red cultural resources and also compiled a series of characteristic teaching materials *The Spirit of the Long March and Contemporary College Students* and *The Spirit of the Long March*, and compiled many classic red culture education cases. Therefore, it is recommended to collect and integrate the above valuable red culture in a planned way, and then conduct in-depth research to establish the local red culture resource bank in Zunyi. Teachers can take advantage of rich cases at any time in the course of teaching to enhance the visibility, readability, audibility and sensibility of the teaching content. While spreading the red culture, it can enhance students' understanding of the local red culture, feel the strength of the red culture, carry forward the spirit of hard struggle, and strengthen their ideals and beliefs, so as to strengthen their learning achievements and truly achieve the goal of "inheriting the red gene and telling the story of Zunyi".

4.2 Improving the ideological and political ability of professional teachers Therefore, it is recommended to collect and integrate the above valuable red culture, and then conduct in-depth research to establish a local red culture resource bank in Zunyi. Firstly, we it is necessary to strengthen the cultivation of ideological and political consciousness of discipline teachers. Teachers should realize that curriculum ideological and political education is an important part of the talent training mode in the new era. Cur-

riculum is an important carrier of ideological and political education and fostering virtue through education, and Zunyi red culture is a monument of belief standing in the hearts of Zunyi people, which can bring firm belief and strength to local college students. Secondly, it is recommended to strengthen the red culture edification of professional teachers. It is recommended to take full advantage of Research Base of Humanities and Social Sciences, Ministry of Education and Research Center Base for Revolutionary Spirit (Research Center Base for Revolutionary Spirit and Cultural Resources of the Communist Party of China in Zunyi Normal University), Red Classic Art Education Demonstration Base, the national ideological and political course reform "One Province, One Policy Ideological and Political Course" collective action leading universities, to organize special teaching and activities to train teachers on a regular basis. Thirdly, it is recommended to strengthen the innovation of red culture education teaching methods. On the basis of being familiar with the local red culture, teachers should not be bound by teaching materials, but by curriculum teaching. They should start from living characters and from the reality of life, to get close to students' learning and psychology, and innovate teaching methods. For example, it is possible to open up red culture topics through mobile apps such as Xuexitong (Chaoxing) and Rain Classroom. Through micro-lessons, micro-videos and other ways, students can explain in a short time, combined with professional understanding of a red story. Virtual Reality (VR) can be used to create virtual scenes, break the spatial pattern and enhance the interest. Interactive activities can be used, through the flip classroom, so that students can form a team combined with professional excavation of red culture, production of PPT and video.

4.3 Promoting the organic integration of agronomy majors education and ideological and political education In the first place, it is recommended to organize teaching and research sections and teaching teams to sort out and classify the courses in the curriculum system according to the characteristics and educational objectives of agronomy majors courses, and dig deeply into the ideological and political elements in different courses. Red culture is integrated into the curriculum practice, such as soil survey in the course of Soil Science, and students are organized to go to Chishui and Xishui cities with various soil types. The course of Botany collects plant specimens to Xishui City and Renhuai City, where the biodiversity is rich. For the course of Geology and Geomorphology, field geological exploration can be carried out in Tongzi County and Suiyang County, which are rich in landforms and karst caves, and teaching can be carried out in combination with the rich local red cultural resources. In the second place, it is recommended to organize college students of agronomy majors to carry out social practice activities such as "three countryside activities", go to the old revolutionary areas, accept the baptism of revolutionary forces, guide them to actively spread red culture, re-

