

## Original Paper

# Research on the Practical Path of Integrating Ganzi Red Culture into Ideological and Political Theory Courses in Sichuan Minzu College

Xiaojun Su<sup>1</sup>

<sup>1</sup> Sichuan Minzu College, Kangding, Sichuan, China

Received: July 25, 2025

Accepted: August 4, 2025

Online Published: August 29, 2025

doi:10.22158/elsr.v6n3p140

URL: <http://dx.doi.org/10.22158/elsr.v6n3p140>

### Abstract

*Ganzi red culture, embodying firm ideals and beliefs, profound genes of ethnic unity, and a pragmatic spirit of struggle, highly aligns with the educational goals of ideological and political theory courses (hereinafter referred to as “ideological and political courses”) in colleges and universities in ethnic regions. As an important university in the Ganzi area, Sichuan Minzu College shoulders the mission of forging a strong sense of community among the Chinese nation. Based on the actual teaching situation of ideological and political courses in the college, this paper analyzes the connotation and educational value of Ganzi red culture, explores the current situation and challenges of its integration into ideological and political courses, and proposes specific practical paths from four aspects: constructing a content-adapted curriculum system, innovating interactive and experiential teaching methods, building an internal-external linkage practice system, and developing a teaching team combining full-time and part-time teachers. It also clarifies guarantee measures such as systems, resources, and evaluation, aiming to provide reference for the reform and innovation of ideological and political courses in colleges and universities in ethnic regions.*

### Keywords

*Ganzi red culture, Sichuan Minzu College, ideological and political theory courses, practical path*

Red culture is a precious spiritual wealth leading the people in the process of revolution, construction, and reform, carrying the Party's original aspiration and mission, ideals and beliefs, and value pursuits. As an important ethnic region in Sichuan, Ganzi T. Autonomous Prefecture boasts rich red cultural resources, whose inherent revolutionary spirit and genes of ethnic unity are highly consistent with the goals of ideological and political education in the new era. As the only undergraduate institution in the

Ganzi area, Sichuan Minzu College undertakes the important mission of cultivating high-quality talents for ethnic regions and forging a strong sense of community among the Chinese nation. Integrating Ganzi red culture into ideological and political theory courses is not only an inevitable requirement for inheriting red genes and continuing the red bloodline but also an important path to enhance the pertinence and effectiveness of ideological and political courses in colleges and universities in ethnic regions.

Currently, ideological and political courses in colleges and universities in ethnic regions face challenges such as how to organically integrate local characteristic culture with curriculum content and how to enhance students' sense of identity and participation. Ganzi red culture, with its distinctive regional characteristics, profound ethnic friendship, and strong contemporary value, provides unique resources to address these difficulties. Based on the actual teaching situation of ideological and political courses in Sichuan Minzu College, combined with the connotation and value of Ganzi red culture, this paper explores the specific practical paths for its integration into ideological and political courses, aiming to offer reference for the reform and innovation of ideological and political courses in colleges and universities in ethnic regions.

## **1. Connotation and Educational Value of Ganzi Red Culture**

### *1.1 Core Connotation of Ganzi Red Culture*

Ganzi red culture, born in a special historical context, is the spiritual condensation of the CPC's leadership in revolutionary, construction, and reform practices in the Ganzi area, with rich connotations: First, firm ideals and beliefs. From the spirit of "revolutionary ideals are higher than heaven" left by the Red Army during the Long March in Ganzi to the struggle process of the people of Ganzi in building their homeland, all embody faith in Marxism and pursuit of communism. For example, when the Red Army passed Luding Bridge during the Long March in 1935, the warriors broke through the natural barrier with the spirit of "fearlessness of sacrifice and courage to win," becoming a typical symbol of ideals and beliefs in Ganzi red culture.

Second, profound genes of ethnic unity. Ganzi is a multi-ethnic region, and the formation of red culture has always been accompanied by the concerted efforts of all ethnic groups. During the Long March, T. compatriots provided food and served as guides for the Red Army, forming a profound friendship with them; then, a vivid situation of "all ethnic groups holding together like pomegranate seeds" has taken shape. The deeds of people of all ethnic groups supporting the Red Army and sacrificing for the revolution are vivid manifestations of the spirit of ethnic unity in Ganzi red culture.

Third, a pragmatic spirit of struggle. Ganzi has harsh natural conditions, and its red culture contains the spirit of struggle characterized by fearlessness of difficulties and down-to-earth hard work. From the arduous entrepreneurship during the Third Front construction to poverty alleviation after reform and opening-up, the people of Ganzi have changed their hometown's appearance with their own hands under the leadership of the Party, interpreting the profound connotation that "happiness is achieved through struggle."

### *1.2 Educational Value of Integrating Ganzi Red Culture into Ideological and Political Courses*

An important carrier for forging a strong sense of community among the Chinese nation: The history of joint struggle of all ethnic groups in Ganzi red culture is a vivid textbook for “all ethnic groups of the Chinese nation being a big family.” Integrating it into ideological and political courses can help students understand the formation process of the Chinese nation community from a historical perspective and enhance their emotional and rational recognition of “the five identifications.”

An effective path to enhance the pertinence and affinity of ideological and political courses: Students in ethnic regions have a natural affinity for local history and culture. Ganzi red culture is close to students’ real life; integrating it into ideological and political courses can break the traditional mode of “abstract theories + universal cases” and explain theories with characters and stories familiar to students, making the courses more down-to-earth and attractive.

A practical need for cultivating talents committed to the development of ethnic regions.

Most students of Sichuan Minzu College come from ethnic regions and serve local areas after graduation. The spirit of struggle and dedication contained in Ganzi red culture can inspire students to establish the ideal of “taking root in ethnic regions and serving the development of their hometown,” combining personal growth with the revitalization of ethnic regions and national development.

## **2. Current Situation and Challenges of Integrating Ganzi Red Culture into Ideological and Political Courses in Sichuan Minzu College**

### *2.1 Current Situation of Integration*

In recent years, Sichuan Minzu College has begun to attempt integrating local red culture into ideological and political courses, achieving certain results: In the course “Outline of Modern and Contemporary Chinese History,” some teachers supplement historical fragments of the Red Army’s Long March in Ganzi; the college has organized practical activities such as “rewalking the Long March route” and “visiting Luding Bridge Memorial Hall”; a few ideological and political course teachers have participated in research on Ganzi red culture and formed relevant teaching cases.

However, on the whole, the integration is still in a “fragmented and superficial” stage, and a systematic teaching system has not yet been formed.

### *2.2 Main Challenges*

#### *2.2.1 Lack of Systematic Integration of Curriculum Content*

The existing integration is mostly a spontaneous behavior of individual teachers, lacking precise alignment between Ganzi red culture and various curriculum modules of ideological and political courses. For example, there is no clear teaching plan on how the course “Ideology and Morality and the Rule of Law” combines moral model cases in Ganzi red culture.

#### *2.2.2 Insufficient Innovation in Teaching Methods*

Most classrooms still focus on “teacher’s lecture + picture display,” resulting in low student participation. Although there are practical activities, they are mostly “visit-style” or “check-in-style,” lacking in-depth

interpretation and experience of red culture, making it difficult to achieve the transformation from “cognition” to “identification.”

### 2.2.3 The Red Culture Literacy of the Teaching Team Needs to Be Improved

A low proportion of ideological and political course teachers are familiar with Ganzi red culture; some teachers have a shallow grasp of the historical background and spiritual connotation of local red resources, making it difficult to organically integrate them with theoretical teaching. At the same time, there is a lack of a regular cooperation mechanism with local Party history research departments and red memorial halls, and the channels for teacher training are single.

### 2.2.4 Inadequate Development of Practical Teaching Resources

Although Ganzi is rich in red cultural resources, a systematic teaching resource database has not been formed. Practical teaching mostly relies on off-campus venues, and the construction of on-campus red culture carriers (such as theme exhibition halls and online resource platforms) lags behind, making it difficult to meet the needs of regular teaching.

## 3. Practical Paths for Integrating Ganzi Red Culture into Ideological and Political Courses in Sichuan Minzu College

### 3.1 Constructing a “Content-Adapted” Curriculum System: Achieving Precise Alignment between Red Culture and Ideological and Political Course Modules

#### 3.1.1 Designing Integration Points by Course Module

According to the core goals of each ideological and political course, clarify the key points of integrating Ganzi red culture: In the course “Ideology and Morality and the Rule of Law,” combine the disciplinary awareness of Red Army soldiers to explain contents such as “patriotism” and “professional ethics,” and interpret the fish-and-water relationship between the military and civilians with local cases; in the course “Outline of Modern and Contemporary Chinese History,” take historical events such as the Red Army’s Long March in Ganzi and the construction of the Sichuan-T. Highway as clues to analyze the historical inevitability of the Party’s leadership in the development of ethnic regions, enhancing students’ identification with the Party’s history; combine Ganzi’s practices in poverty alleviation and ecological protection to interpret the development thought of “people-centered” and the concept that “lucid waters and lush mountains are invaluable assets”; focus on the genes of ethnic unity in Ganzi red culture to display the core essence of “forging a strong sense of community among the Chinese nation.”

#### 3.1.2 Developing School-based

Organize ideological and political course teachers to cooperate with local Party history experts to compile school-based textbooks such as A Concise Course on Ganzi Red Culture and Collection of Ganzi Red Stories, including typical cases such as the Battle of Luding Bridge and the 18th Army’s entry into T., and supporting them with auxiliary materials such as teaching PPTs and short videos. Meanwhile, establish a “Ganzi Red Culture Case Database,” classified by themes such as “ideals and beliefs,” “ethnic unity,” and “spirit of struggle,” to facilitate teachers’ selection as needed.

### 3.2 Innovating “Interactive and Experiential” Teaching Methods: Promoting Red Culture from “Cognition” to “Identification”

Case teaching: Interpreting theories with red stories Change the one-way indoctrination mode of “theory + case” and adopt the teaching logic of “story introduction - problem exploration - theoretical sublimation.” For example, when explaining “the sense of community among the Chinese nation,” first tell the story of “local people providing food to support the 18th Army when it entered the place,” guide students to think about “why all ethnic groups can unite and help each other,” then analyze its inevitability combined with Marxist ethnic theory, and finally connect it with the current situation of common development of all ethnic groups in Ganzi, enabling students to understand theories through stories.

#### 3.2.1 Situational Teaching: Letting Students “Enter” Red History

Organize students to arrange red situational plays, such as Shouts by Luding Bridge and the Red Army, to reproduce historical scenes through role-playing, allowing students to feel the revolutionary spirit in the experience. Meanwhile, use VR technology to restore important events of the Red Army’s Long March in Ganzi, enabling students to enhance emotional resonance through immersive experience.

#### 3.2.2 Seminar-style Teaching: Stimulating Students’ Active Thinking

Carry out group discussions on themes such as “Ganzi red culture and youth responsibility” and “how to inherit red genes in ethnic regions,” encouraging students to share their insights combined with their own experiences and changes in their hometowns. For example, students from Ganzi Prefecture can share local red stories, and other students can analyze their contemporary value combined with theories, forming a cognitive chain of “individual - local - national.”

### 3.3 Building an “Internal-External Linkage” Practical Teaching System: Realizing “Unity of Knowledge and Action” in Red Culture

Off-campus practice: Establishing red education bases Sign cooperation agreements with Luding Bridge Memorial Hall and other institutions, set up “ideological and political course practice teaching bases,” and regularly organize students to carry out “six one” practical activities: visiting a memorial hall once, listening to a red story report, singing a red song, writing an insight essay, participating in a volunteer service (such as explaining red history to tourists), and shooting a micro-video (recording the practice process and gains).

#### 3.3.1 On-campus Practice: Creating a Red Culture Atmosphere

Build a “Ganzi Red Culture Corridor” on campus to display pictures of Ganzi’s red history and cultural relic replicas; establish a “Red Culture Study Society” to organize students to carry out activities such as red story lectures and red classic recitations; set up a “Ganzi Red Stories” column on campus radio and WeChat official accounts, integrating red culture into students’ daily lives.

#### 3.3.2 Social Practice: Transforming Red Spirit into Action

Combine the summer “Three Goes to the Countryside” social practice to organize students to go deep into Ganzi villages, investigate the current situation of red culture inheritance, help villages sort out red stories and repair red sites; encourage students to participate in red culture publicity activities in their

hometowns, such as serving as red culture narrators in primary and secondary schools, transforming classroom learning into practical actions to serve their hometowns.

### 3.3.3 Developing a “Full-Time and Part-Time” Teaching Team: Enhancing the Ability to Integrate Red Culture Strengthening on-campus Teacher Training

Implement the “Plan for Improving the Red Culture Literacy of Ideological and Political Course Teachers”: regularly organize teachers to participate in red culture special training held by the Party History Research Office of Ganzi Prefectural Committee; arrange teachers to take temporary posts in red memorial halls to participate in historical data sorting, lecture script writing, etc.; carry out “red classroom” teaching competitions to promote teaching through competition and improve teachers’ ability to integrate red culture into classrooms.

### 3.3.4 Employing Off-campus Experts

Invite Ganzi Prefecture’s Party history research scholars, red memorial hall narrators, old Party members, etc., to serve as part-time teachers, offering special lectures to students or participating in practical teaching guidance, making up for the lack of on-campus teachers’ knowledge of local red culture.

### 3.3.5 Forming Teaching and Research Teams

Establish a teaching and research team on “Integration of Ganzi Red Culture and Ideological and Political Courses,” regularly carry out collective lesson preparation, teaching discussions, research projects, etc., and feed research results back to teaching to improve the scientificity and systematicness of integration.

## 4. Guarantee Measures: Ensuring the Effective Integration of Ganzi Red Culture into Ideological and Political Courses

### 4.1 Institutional Guarantee

The college should incorporate the integration of Ganzi red culture into ideological and political courses into the overall plan of teaching reform, issue Implementation Opinions on Promoting the Integration of Ganzi Red Culture into Ideological and Political Theory Courses, clarify integration goals, division of responsibilities (e.g., the Academic Affairs Office is responsible for curriculum setting, the School of Marxism is responsible for specific implementation, and the Publicity Department is responsible for atmosphere creation), and assessment and evaluation methods to ensure the implementation of various measures.

### 4.2 Resource Guarantee

Increase funding input for the development of red culture teaching resources (such as compiling school-based textbooks, purchasing VR teaching equipment), construction of practice bases, teacher training, etc.; establish a cooperation mechanism with local governments and cultural and tourism departments to share red culture resources, such as jointly carrying out red culture research and developing study tours.

### 4.3 Evaluation Guarantee

Establish a “process + result” evaluation system: in teacher teaching evaluation, take the integration of red culture as an important indicator; in student assessment, increase the proportion of practical links

(such as practice reports, performance in red story lectures, etc.) to guide students to actively participate in red culture learning. Meanwhile, regularly conduct teaching effect surveys, collect feedback through student questionnaires and forums, and timely adjust and optimize the integration path.

Integrating Ganzi red culture into ideological and political courses in Sichuan Minzu College is an innovative measure for colleges and universities in ethnic regions to implement the fundamental task of fostering virtue through education in the new era. By constructing a content-adapted curriculum system, innovating interactive and experiential teaching methods, building an internal-external linkage practice system, developing a full-time and part-time teaching team, and supplemented by sound guarantee measures, ideological and political courses can be made more regionally distinctive and appealing, thereby guiding students to firm their ideals and beliefs, forge a strong sense of community among the Chinese nation in the infiltration of red culture, and grow into new-era talents committed to the development of ethnic regions.

## 5. Conclusion

In the future, it is necessary to further strengthen theoretical research on the integration of red culture and ideological and political courses, track practical effects, and continuously optimize the path, so that red genes can be passed down from generation to generation in colleges and universities in ethnic regions, providing strong support for cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor.

## Fund Project

This paper is a phased achievement of the Teaching Reform Project of Sichuan Minzu College entitled “Research on the Practical Path of Integrating Ganzi Red Culture into Ideological and Political Theory Courses in Sichuan Minzu College” (No.: X-JG202346).

## References

- Ji, J. P. (2025). Research on the Path of Integrating Local Red Culture Resources into the Construction of “Great Ideological and Political Course” in Colleges and Universities. *The Science Education Article Collects*, 2025(14), 32-35.
- Jiang, F. (2025). Research on the Path of Integrating Local Red Culture Resources into Ideological and Political Education in Colleges and Universities from the Perspective of “Great Ideological and Political Course”. *Public Relations World*, 2025(15), 166-168.
- Mao, Z. Y., & Guo, Y. Q. (2025). Analysis on the Integration Path of Red Culture in College Ideological and Political Course Teaching. *Jiangsu Economic News*, 2025-07-18(T09).
- Wang, W. C., & Gao, L. (2025). Value Implication and Practical Path of Integrating Red Culture Resources into College Ideological and Political Courses. *Journal of Bengbu University*, 14(4), 7-11.

Wen, X. C., & Luo, W. (2025). Research on the Path of Integrating Red Culture into College Ideological and Political Courses. *Water Culture*, 7, 78-80.