

Original Paper

Research on the Practical Paths and Model Innovation of Integrating Ganzi Red Culture into Ideological and Political Education in the Preparatory Course of Sichuan Minzu College

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Abstract

As an important part of China's red culture system, Ganzi red culture contains rich revolutionary spirits, ethnic unity genes and family-country feelings, making it a high-quality resource for ideological and political education in the preparatory courses of colleges and universities in ethnic minority areas. The preparatory education of Sichuan Minzu College undertakes the important mission of cultivating ethnic minority students' cultural identity, value identity and national identity. Based on the connotation and contemporary value of Ganzi red culture, combined with the particularity of preparatory education and the current situation of ideological and political education in Sichuan Minzu College, this paper explores the necessity and feasibility of integrating Ganzi red culture into preparatory ideological and political education, constructs a four-in-one integration model of "theoretical infiltration+ practical experience+cultural edification+digital empowerment", and puts forward specific practical paths and guarantee mechanisms. It aims to provide practical reference for improving the effectiveness of ideological and political education in preparatory courses of colleges and universities in ethnic minority areas and forging a strong sense of community for the Chinese nation.

Keywords

Ganzi red culture, Sichuan Minzu College, preparatory education, ideological and political education, practical paths, model innovation

1. Introduction

1.1 Research Background

Preparatory education in colleges and universities in ethnic minority areas is a key link connecting basic education and higher education. Its core task is to help ethnic minority students consolidate their

academic foundation and adapt to college study and life, and more importantly, to cultivate students' national awareness, ethnic identity and social responsibility. Located in Ganzi Autonomous Prefecture, Sichuan Minzu College has long been rooted in ethnic minority areas. Its preparatory education is oriented to ethnic minority students in the junction of Sichuan, Yunnan and Ganzi, with Hui, Yi and other ethnic minorities as the main student composition, showing distinct ethnic and regional characteristics. As an important area passed by the Red Army during the Long March, Ganzi Autonomous Prefecture preserves rich red cultural resources such as the Luding Bridge Battle Site and the Ganzi Meeting Site, and has nurtured the Ganzi red spirit of "firm faith, fearlessness of sacrifice, unity and forging ahead, and dedication to the people". The core connotations contained therein, such as ethnic unity, patriotism and dedication, and hard work, are highly consistent with the goals of preparatory ideological and political education. However, the current ideological and political education in the preparatory course of Sichuan Minzu College still has problems such as insufficient pertinence of content, inadequate excavation of resources, and single teaching form, failing to give full play to the educational value of regional red culture.

Under the background of building the "Great Ideological and Political Course" in the new era, integrating Ganzi red culture into preparatory ideological and political education is not only an inevitable requirement for implementing the fundamental task of fostering virtue through education, but also an important path for deepening the reform of ideological and political education in colleges and universities in ethnic minority areas and forging a strong sense of community for the Chinese nation. Therefore, exploring the practical paths and innovative models of integrating Ganzi red culture into the ideological and political education of the preparatory course of Sichuan Minzu College has important theoretical and practical value.

1.2 Research Significance

1.2.1 Theoretical Significance

It enriches the theoretical system of ideological and political education in preparatory courses of colleges and universities in ethnic minority areas, expands the research perspective of the integration of red culture and ideological and political education, and provides theoretical support for similar colleges and universities to carry out the integration of regional red culture into preparatory education. It deepens the understanding of the contemporary value of Ganzi red culture, reveals the unique role of red culture in guiding the values of ethnic minority students, and improves the theoretical framework of red culture education.

1.2.2 Practical Significance

It improves the effectiveness of ideological and political education in the preparatory course of Sichuan Minzu College, enhances the attractiveness and appeal of ideological and political courses, and helps ethnic minority students establish a correct world outlook, outlook on life and values. It promotes the inheritance and development of Ganzi red culture, allows the red gene to flow into the blood of young ethnic minorities, and helps forge a strong sense of community for the Chinese nation. It provides new

ideas for the reform of preparatory education in Sichuan Minzu College, promotes the in-depth integration of preparatory ideological and political education with regional cultural resources, and forms an ideological and political education brand with ethnic characteristics and regional advantages.

1.3 Research Methods and Ideas

1.3.1 Research Methods

Literature Research Method: Combing relevant research results on the integration of red culture into ideological and political education and preparatory education in ethnic minority areas to lay a theoretical foundation.

Field Research Method: Visiting Ganzi red cultural sites and the Preparatory Department of Sichuan Minzu College, and understanding the ideological status of preparatory students, the current situation of ideological and political education and their cognitive level of red culture through questionnaires and interviews.

Case Study Method: Selecting successful cases of integrating red culture into preparatory education in colleges and universities in ethnic minority areas across the country to summarize learnable experiences.

Action Research Method: Combining with the teaching practice of ideological and political courses in the preparatory course of Sichuan Minzu College, exploring integration paths and models, and optimizing and improving them in practice.

1.3.2 Research Ideas

Firstly, define the connotation, core characteristics and contemporary value of Ganzi red culture, and analyze the particularity of preparatory education and the current situation of ideological and political education in Sichuan Minzu College. Secondly, discuss the necessity and feasibility of integrating Ganzi red culture into preparatory ideological and political education. Thirdly, construct an innovative model for integrating Ganzi red culture into preparatory ideological and political education. Finally, put forward specific practical paths and guarantee mechanisms for integration, forming a complete research closed loop.

2. Connotation, Characteristics and Contemporary Value of Ganzi Red Culture

2.1 Connotation of Ganzi Red Culture

Ganzi red culture refers to a red cultural system with regional and ethnic characteristics formed by people of all ethnic groups in Ganzi area under the leadership of the Communist Party of China during the revolutionary, construction and reform periods, mainly including material and spiritual forms. Material red cultural resources include revolutionary sites, memorial halls and cultural relics such as the Luding Bridge Battle Site, the Red Army Luding Bridge Campaign Memorial Hall, the Ganzi Meeting Site, and the Danba Red Army Stone Carved Slogan Group. Spiritual red culture is embodied in the Long March spirit of the Red Army, the spirit of ethnic unity, the spirit of hard work, the spirit of dedication to the people, etc., with the core value pursuit of loyalty to the Party, patriotism and love for the people, ethnic unity, and fearlessness of hardships and dangers.

2.2 Core Characteristics of Ganzi Red Culture

2.2.1 Distinct Ethnicity

Ganzi red culture was formed in a regional environment inhabited by multiple ethnic groups. It is the product of the joint participation of people of all ethnic groups such as Han, Hui and Yi in the revolutionary struggle, containing profound ethnic unity genes, and reflecting the community concept of all ethnic groups sharing weal and woe, honor and disgrace, life and death, and destiny.

2.2.2 Strong Regionality

Ganzi's unique geographical and humanistic environment has created the unique expression form of Ganzi red culture, such as the profound friendship between the Red Army and Ganzi people, and the revolutionary struggle strategies adapted to the plateau environment, which have distinct regional recognition.

2.2.3 Profound Practicality

Ganzi red culture originated from revolutionary practice, forged by the Red Army and people of all ethnic groups with blood and sweat in the arduous struggle. It has a strong practical character and can provide vivid spiritual nourishment and action guidance for contemporary youth.

2.3 Contemporary Value of Ganzi Red Culture

2.3.1 An Important Carrier for Forging a Strong Sense of Community for the Chinese Nation

The concepts of "equality of all ethnic groups" and "ethnic unity as one family" in Ganzi red culture are important resources for guiding preparatory ethnic minority students to establish a correct view of ethnicity and enhance their sense of identity with the Chinese nation, which can help forge a strong sense of community for the Chinese nation.

2.3.2 A High-Quality Resource for Improving the Effectiveness of Preparatory Ideological and Political Education

The revolutionary stories, heroic figures and spiritual connotations in Ganzi red culture can enrich the content supply of preparatory ideological and political education, make up for the shortcomings of traditional ideological and political education such as abstract content and separation from regional reality, and enhance the attractiveness and appeal of ideological and political education.

2.3.3 Spiritual Nourishment for Cultivating Core Literacy of Ethnic Minority Students

The patriotic spirit, striving spirit and unity spirit contained in Ganzi red culture can guide preparatory students to strengthen their ideals and beliefs, cultivate the character of hard work, enhance social responsibility, and promote the all-round development of students.

3. Current Situation and Problems of Integrating Ganzi Red Culture into Ideological and Political Education in the Preparatory Course of Sichuan Minzu College

3.1 Current Integration Situation

Sichuan Minzu College attaches great importance to the integration of ideological and political education with regional culture. In recent years, it has gradually tried to introduce Ganzi red culture into the

preparatory ideological and political classroom. In terms of curriculum setting, occasional fragments of Ganzi red history are involved in ideological and political courses such as “Ideological and Moral Cultivation and Legal Basis” and “An Outline of Modern and Contemporary Chinese History”. In terms of practical teaching, some preparatory students are organized to visit red education bases such as the Luding Bridge Battle Site and the Red Army Luding Bridge Campaign Memorial Hall. In the construction of campus culture, Ganzi red culture is promoted through publicity boards and theme class meetings.

Preliminary research shows that preparatory students have a certain curiosity and recognition of Ganzi red culture. Most students believe that red culture has positive significance for their own growth and are willing to participate in relevant learning activities. However, on the whole, the integration of Ganzi red culture into preparatory ideological and political education is still in the initial exploration stage, and a systematic and mature integration model has not yet been formed.

3.2 Main Existing Problems

3.2.1 Lack of Systematicness and Pertinence in Integration

The current integration work is mostly carried out in a scattered and fragmented manner. Ganzi red culture has not been systematically incorporated into the curriculum system of preparatory ideological and political education. The selection of content lacks pertinence, failing to fully combine the cognitive characteristics, ethnic background and ideological reality of preparatory students, resulting in the disconnection between red culture and ideological and political education.

3.2.2 Single Teaching Form and Insufficient Attractiveness

Classroom teaching still mainly relies on theoretical lectures. The introduction of Ganzi red culture mostly stays at the level of retelling historical events, lacking situational and experiential teaching design. Practical teaching forms are single, mostly simple visits, lacking in-depth participation and interaction, which is difficult to stimulate students' learning interest.

3.2.3 Inadequate Excavation and Transformation of Red Cultural Resources

The excavation of Ganzi red cultural resources only stays at the level of well-known revolutionary sites and historical events, and the excavation of contemporary connotations such as ethnic unity and ecological protection contained therein is not in-depth. The transformation of resources is insufficient, failing to convert red cultural resources into teaching cases, textbook materials and teaching courseware that meet the cognitive level of preparatory students.

3.2.4 Lagging Construction of Teachers' Team

Preparatory ideological and political teachers have not conducted in-depth research on Ganzi red culture and lack systematic training on red cultural knowledge. Some teachers are unable to accurately grasp the core connotation and educational value of red culture, and cannot effectively combine red culture with ideological and political education content in teaching.

3.2.5 Imperfect Evaluation Mechanism and Guarantee System

There is a lack of special evaluation indicators for the integration of red culture into ideological and political education. The assessment of integration effect mostly stays on the surface, making it difficult to fully reflect students' value recognition and behavioral changes. At the same time, there is no perfect guarantee mechanism in terms of capital investment, resource integration and departmental coordination, which restricts the in-depth development of integration work.

4. Model Innovation of Integrating Ganzi Red Culture into Ideological and Political Education in the Preparatory Course of Sichuan Minzu College

Combined with the particularity of preparatory education and the current situation of ideological and political education in Sichuan Minzu College, and based on the connotation and value of Ganzi red culture, a four-in-one integration model of "theoretical infiltration + practical experience + cultural edification + digital empowerment" is constructed to realize the in-depth integration of red culture and preparatory ideological and political education.

4.1 Theoretical Infiltration Dimension: Constructing a Targeted Curriculum Content System

Taking preparatory ideological and political courses as the core, systematically integrate Ganzi red culture into the curriculum content, forming a curriculum system of "basic module + characteristic module + extended module". The basic module focuses on the core history and spiritual connotation of Ganzi red culture, such as the course of the Red Army's Long March in Ganzi and ethnic unity stories, which are incorporated into compulsory courses such as "An Outline of Modern and Contemporary Chinese History" and "Ideological and Moral Cultivation and Legal Basis". The characteristic module, combined with the ethnic background of preparatory students, excavates elements such as ethnic unity and patriotic dedication in Ganzi red culture, and offers optional courses such as "Ganzi Red Culture and Ethnic Unity" and "Red Spirit and Youth Responsibility". The extended module sets special lectures on the contemporary extension of red culture, such as red culture and rural revitalization, ecological protection, to broaden students' horizons.

4.2 Practical Experience Dimension: Building an Immersive Practical Teaching System

Following the logic of "from theory to practice, from cognition to recognition", a three-level practical teaching system of "on-campus practice + off-campus practice + social practice" is constructed. On-campus practice relies on the ideological and political laboratories and cultural activity rooms of the Preparatory Department to carry out activities such as red story sharing sessions, red classic recitations, and red-themed debates. Off-campus practice organizes students to carry out "immersive" research and study in red education bases such as the Luding Bridge Battle Site and the Ganzi Meeting Site, enhancing students' emotional experience through on-site explanations, situational simulations, and reviewing the Party admission oath. Social practice, combined with activities such as "Going to the Countryside" and "Returning to Hometowns", organizes students to go deep into rural areas and communities in Ganzi area

to investigate the current situation of red culture inheritance, participate in red culture promotion and ethnic unity volunteer services, and transform the red spirit into practical actions.

4.3 Cultural Edification Dimension: Creating an All-Round Campus Cultural Atmosphere

Taking campus culture as the carrier, an edification system combining “explicit culture + implicit culture” is constructed. Explicit culture promotes the historical stories, heroic figures and spiritual connotations of Ganzi red culture through platforms such as campus publicity boards, cultural walls and radio stations. Red elements are integrated into the campus landscape design, such as building red cultural corridors and sculptures, allowing students to receive red education imperceptibly. Implicit culture carries out red culture-themed activities through theme class meetings, community activities and art performances, such as red song chorus competitions, red drama performances, and red calligraphy and painting exhibitions. Students are encouraged to set up red culture research associations to guide them to carry out independent learning and research on red culture, forming a campus atmosphere of “everyone learns red culture and everyone spreads the red spirit”.

4.4 Digital Empowerment Dimension: Constructing an Intelligent Online Education Platform

Complying with the development trend of the digital age, relying on technologies such as the Internet and big data, a digital education system of “online courses + interactive platforms + resource libraries” is constructed. Online courses record special micro-courses and interview videos on Ganzi red culture, which are uploaded to the school’s online learning platform for students’ independent learning. Interactive platforms use WeChat official accounts and mini-programs to carry out activities such as red knowledge quizzes, red story check-ins, and online communication and sharing, enhancing the interest and interactivity of learning. The resource library integrates literature, pictures, videos, audios and other resources of Ganzi red culture to establish a digital resource library, providing rich material support for ideological and political teachers’ teaching and students’ learning, breaking the limitations of time and space, and realizing full coverage of red culture education.

5. Practical Paths of Integrating Ganzi Red Culture into Ideological and Political Education in the Preparatory Course of Sichuan Minzu College

5.1 Deepening Curriculum Reform to Realize the Organic Integration of Red Culture and Ideological and Political Courses

5.1.1 Optimizing Curriculum Content Design

Organize ideological and political teachers, red culture research experts and preparatory education workers to jointly compile the “Teaching Guide for Integrating Ganzi Red Culture into Preparatory Ideological and Political Education”, clarifying the goals, contents, methods and requirements of integration. Clearly define the chapters and knowledge points where red culture is integrated in the teaching syllabus of ideological and political courses, and integrate Ganzi red culture cases and stories into classroom teaching to replace some abstract theoretical expressions, enhancing the pertinence and effectiveness of teaching.

5.1.2 Innovating Teaching Methods

Adopt the case teaching method, select typical cases in Ganzi red culture, such as “ethnic unity in the Luding Bridge Battle” and “the profound friendship between the Red Army and Ganzi people”, to guide students to conduct discussions and analyses. Use the situational teaching method to let students experience the red spirit immersive through playing red films and simulating revolutionary scenes. Adopt the group cooperative learning method to organize students to carry out research, discussions and presentations on red culture themes, cultivating students’ cooperative ability and innovative thinking.

5.2 Strengthening Practical Teaching to Promote the Transformation of Red Culture from Cognition to Recognition

5.2.3 Enriching Practical Teaching Forms

In addition to traditional visiting and research, innovate practical forms, such as carrying out “red script killing”, “red research diary writing” and “red culture publicity” activities. Organize students to participate in practical projects such as the protection and restoration of red cultural sites and the digital collection of red cultural resources, allowing students to deepen their understanding and recognition of red culture in practice.

5.2.4 Establishing Practical Teaching Bases

Establish long-term cooperative relations with red education bases, museums and memorial halls in Ganzi Prefecture, and set up the Preparatory Ideological and Political Education Practice Base of Sichuan Minzu College. Integrate local resources, invite old Party members, veterans and red culture researchers to serve as practical teaching mentors to provide professional guidance for students.

5.3 Strengthening Teachers’ Construction to Improve Teachers’ Ability in Red Culture Education

5.3.1 Conducting Special Training

Regularly organize preparatory ideological and political teachers to participate in special training on Ganzi red culture and research activities in red education bases. Invite red culture experts and senior teachers to give lectures and teaching demonstrations to improve teachers’ knowledge reserve and teaching ability of red culture.

5.3.2 Encouraging Teaching and Research

Support ideological and political teachers to carry out relevant research on the integration of Ganzi red culture into preparatory ideological and political education, set up special projects, and fund teachers to write papers and develop teaching resources. Organize teachers to carry out teaching exchange activities, share teaching experiences and achievements, and promote teachers’ professional growth.

5.4 Promoting Cultural Edification to Create a Red Culture Education Atmosphere

5.4.1 Building a Campus Red Culture Brand

Regularly hold the “Red Culture Festival” every year, carrying out a series of activities such as red song chorus, red story speeches, and red calligraphy and painting exhibitions. Build red culture-themed classes, encourage classes to carry out theme class meetings and League day activities related to red culture, forming a red culture education pattern of “one class, one characteristic”.

5.4.2 Strengthening Home-School-Community Collaboration

Link the forces of students' families, local governments and communities to carry out red culture co-construction activities. Invite students' parents to participate in red research activities, guiding students to inherit the red gene through "home-school co-education". Cooperate with local media to promote the school's red culture education achievements and expand its influence.

5.5 Improving Digital Platforms to Expand Red Culture Education Channels

5.5.1 Building High-Quality Online Resources

Organize a professional team to shoot special documentaries and micro-courses on Ganzi red culture, and produce red culture electronic textbooks and teaching courseware. Integrate various online red resources to establish a digital resource library with clear classification and convenient retrieval to meet the diverse learning needs of teachers and students.

5.5.2 Optimizing Online Interactive Functions

Add red culture interactive sections on the school's online learning platform and WeChat official account to carry out activities such as online check-ins, knowledge competitions and topic discussions. Use live broadcast technology to invite red culture experts and old Party members to give online lectures, realizing the sharing of high-quality resources.

6. Guarantee Mechanisms for Integrating Ganzi Red Culture into Ideological and Political Education in the Preparatory Course of Sichuan Minzu College

6.1 Organizational Guarantee

Establish a leading group for the integration of red culture into ideological and political education, led by the school Party committee, with the Publicity Department as the leading unit, and participated by the Preparatory Department, the School of Marxism, and the Academic Affairs Office. Clarify the division of responsibilities of each department, strengthen overall coordination, and establish a regular meeting system to study and solve problems in the integration work and promote the orderly development of the work.

6.2 Financial Guarantee

The school sets up a special fund for the excavation of red cultural resources, the development of teaching resources, the construction of practical bases, teachers' training, and the organization of campus cultural activities. Actively seek support from local governments, enterprises and other social forces, broaden the sources of funds, and provide sufficient financial guarantee for the integration work.

6.3 Evaluation Guarantee

Establish a diversified evaluation system, and incorporate the integration of red culture into the evaluation of preparatory ideological and political courses, teachers' teaching assessment and students' comprehensive quality evaluation. Adopt various methods such as questionnaires, interviews and practical achievement displays to comprehensively assess students' cognition, value recognition and behavioral performance of red culture. Take the effect of integration work as an important indicator for

the assessment of the school's ideological and political education work to encourage all departments and teachers to actively participate.

6.4 Resource Guarantee

Strengthen cooperation with departments such as the Ganzi Prefecture Bureau of Culture and Tourism, the Party History Office, and the Museum to establish a red cultural resource sharing mechanism, and timely obtain the latest red cultural materials and research results. Encourage teachers and students to participate in the excavation and collation of red cultural resources to enrich the red cultural education resource library. Optimize campus hardware facilities, build red culture laboratories and research practice bases, and provide good material conditions for the integration work.

7. Conclusion and Prospect

The revolutionary spirit, ethnic unity genes and family-country feelings contained in Ganzi red culture are highly consistent with the goals of ideological and political education in the preparatory course of Sichuan Minzu College. Integrating it into preparatory ideological and political education is an important path to improve the effectiveness of ideological and political education and forge a strong sense of community for the Chinese nation. By analyzing the connotation and value of Ganzi red culture and the current situation of ideological and political education in the preparatory course of Sichuan Minzu College, this paper constructs a four-in-one integration model of “theoretical infiltration + practical experience + cultural edification + digital empowerment”, puts forward specific practical paths such as curriculum reform, practical teaching, teachers' construction, cultural edification and digital platform construction, and establishes corresponding guarantee mechanisms.

In the process of practice, it is necessary to fully consider the ethnic background, cognitive characteristics and ideological reality of preparatory students, continuously optimize the integration model and paths, and enhance the pertinence and effectiveness of the integration work. In the future, we can further deepen the excavation and transformation of Ganzi red cultural resources, strengthen exchanges and cooperation with other colleges and universities in ethnic minority areas, summarize and promote successful experiences, and promote the normalized and long-term development of integrating red culture into ideological and political education in preparatory courses of colleges and universities in ethnic minority areas, making greater contributions to cultivating new people of the times who can shoulder the responsibility of national rejuvenation.

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