

Original Paper

Local Red Culture under the Background of the Whole
Environment Research and Practice on the Enlightenment of
Red Morality of Preschool Children in Rural Areas—A Case
Study of Kindergartens in Zhaojue County, Liangshan Prefecture,
Sichuan Province

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A study on the Enlightenment of Red Culture on rural preschool children's Red Morality under the background of moral cultivation in the whole environment—A case study of Zhaojue County Kindergarten in Liangshan, Sichuan Province.

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Abstract

This study focuses on the study and practice of local red culture on the enlightenment of rural preschool children's red morality under the background of the whole environment. Taking the kindergarten of Zhaojue County, Liangshan Prefecture, Sichuan Province as an example, this paper discusses how to incorporate the local red culture into the creation of the kindergarten environment, and generate the kindergarten-based curriculum with local characteristics, so as to promote the moral development of rural preschool children.

Keywords

moral cultivation of the whole environment, red culture, rural preschool education, red character enlightenment, Zhaojue County Kindergarten

1. Exploration of Local Red Culture under the Background of the Whole Environment

1.1 Introduction to the Concept of the Whole Environment

In the context of the accelerated process of global integration and the rapid evolution of information technology, education, as a key link to promote social development and carry the continuation of culture, its purpose, connotation and form of expression are undergoing continuous innovation and evolution. The educational concept of all-round development, that is, attaching equal importance to morality, intelligence, physical fitness, beauty and labor, is increasingly widely recognized. Especially under the framework of environment-wide moral education, it has become the core goal and primary responsibility of kindergartens to shape children's good moral character. The whole-environment moral education emphasizes that the education process is not limited to the kindergarten, but also needs to fully integrate the educational resources of the family and the community, and jointly build a humanistic environment to promote the cultivation and all-round development of children's morality.

1. School education: As the main place for the dissemination of knowledge and values, schools should cultivate children's good moral character and sense of social responsibility through curriculum settings, practical activities and campus culture. Teachers are not only imparting knowledge, but also guiding and modeling children's moral behavior.

2. Family education: The family is the first school for children to grow up, and the words and deeds of parents or guardians have a profound impact on children. Family education should focus on setting an example, through daily life, cultivate children's moral concepts, etiquette habits and family responsibility.

3. Social environment education: Social environment not only refers to the natural environment, but also includes culture, law, social atmosphere and other humanistic environment. Through various media, public activities, community services and other channels, the society provides individuals with a platform for moral education and practical opportunities to promote the improvement of civic awareness and moral accomplishment.

China is rich in red cultural resources, which not only cover historical events and the spirit of the Times, but also include revolutionary sites, memorials, museums and literary and artistic works. Following the moral education policy and cleverly integrating rich and diverse red cultural resources into the kindergarten education environment, it plays an incomparable and important role in enlightening children's red moral character, carrying forward the Chinese national spirit and inheriting the red gene.

The concept of cultivating virtuous people in the whole environment not only represents an innovative attempt of teaching reform in moral education strategy, but also a forward-looking practice aimed at the educational needs of modern society. Through the cooperation of school, family and society, the whole society works together to promote the moral education of children, to ensure that moral education is not limited to book knowledge, but goes deep into children's learning and life.

1.2 Local Red Culture

General Secretary once said: "We must study and learn the history of China's revolutionary war with The Times, cherish the hard-won red country, carry forward the revolutionary tradition, strengthen the spirit of struggle, and have the courage to overcome all difficulties and obstacles on the road ahead." Local red culture refers to the red heritage, which was born and developed in a specific geographical area and has a strong national character and profound historical heritage. These cultural heritages are not simply historical marks, but also the continuation of revolutionary ideas and the soul of the nation. Local red culture, as a unique regional form of cultural expression, contains profound connotations. It involves a wide range of fields, including the precipitation of history, political imprint, cultural essence, national spirit and psychological characteristics. It is its profound connotation that makes local red culture become a cultural treasure house that needs to be developed urgently.

Liangshan Prefecture in Sichuan Province, as the main settlement of Yi people in China, combines magnificent natural scenery with profound cultural customs, and its unique cultural heritage gives it extraordinary charm. At the same time, this land is also the cradle of the Red Revolution. The footprints of the Long March of the Red Army are all over this land, leaving numerous red sites, breeding brilliant red culture, and jointly forming the diversified and rich historical and cultural heritage of Liangshan. Its unique and profound red cultural resources have laid a solid foundation for Zhaojue County kindergarten to carry out red moral enlightenment education activities, and provided rich practical soil. As one of the key nodes on the way of the Red Army's Long March, Zhaojue County bears a rich red cultural heritage. The integration of regional characteristics and red culture forms the following characteristics:

1. Yi history and revolutionary memory: Liangshan Prefecture, as a populated area of Yi people, has an inseparably connected history with the revolution. The "Yi Sea Alliance" between Liu Bocheng and Xiaoye Dan, head of Guoji family branch of Yi nationality, and so on, these places have become important scenic spots for revolutionary traditional education and red tourism. By telling stories, the red culture is combined with the historical and cultural characteristics of the local ethnic groups, and children's sense of identity with the local culture is enhanced.
2. Intangible cultural heritage: Liangshan Prefecture is rich in intangible cultural heritage, such as the Torch Festival of the Yi ethnic group, Yi costumes and folk music. These elements contain profound red cultural connotations. For example, the Torch Festival is not only a traditional festival to celebrate harvest and pray for peace, but also a symbol of the people's struggle against oppression and pursuit of freedom. By organizing related cultural activities and festival celebrations, the red culture can be transmitted through entertaining and educational activities.
3. Modern development and red education: Combined with Liangshan Prefecture's remarkable achievements in poverty alleviation and rural revitalization in recent years, the positive role of red culture in promoting local economic and social development will be demonstrated. For example, by telling the story of how the Yi ethnic area got rid of poverty under the leadership of the Party, promoted education, and "stepped over a thousand years" to prosperity, children can feel the practice and value of the red spirit in

real life.

The influence of local red culture in the field of preschool education is extensive and far-reaching, which can not only significantly enhance children's national pride, but also positively promote ideological and moral education. By integrating red culture elements, the teaching resources of kindergartens can be enriched, and more vivid and profound contents can be provided for quality education. This comprehensive educational influence is of immeasurable value for cultivating well-rounded talents. Under the background of comprehensively building an education system with all-round development of morality, intelligence, physical fitness, the United States and labor, local regional red culture education plays a vital role and becomes one of the key paths to cultivate builders and successors who meet the needs of the new era and have firm socialist beliefs.

1.3 Local Red Culture Enlightens the Red Character of Rural Preschool Children

The concept of moral enlightenment of preschool children mainly refers to the process of guiding children to initially form correct moral values, codes of conduct and social responsibility through a variety of educational practices in the early stage of children. The moral enlightenment of preschool children is a crucial part of the education system. It focuses on the golden age of children's growth -- from three to six years old. Through well-designed diversified educational practices, it leads children to embark on a journey of moral exploration and shaping. At this stage, children's brains develop rapidly and their curiosity is strong, which is the key moment to cultivate correct moral concepts and behavior habits.

In the practice of children's moral enlightenment education, it is often implemented through various interactive games such as situational simulation and role playing, story telling and discussion, example demonstration and positive encouragement.

Situational simulation and role playing: Through the simulation of real or fictional moral situations, children can play different roles in a safe environment, experience and understand the consequences of various behaviors, and learn to make appropriate moral judgments in complex situations. For example, role-playing activities can encourage children to experience and practice moral behaviors in simulated real situations, so as to form a deep understanding and cognition of them.

Story telling and discussion: Use stories with moral implications to stimulate children's interest and imagination, and guide them to think about the motives and consequences of the characters' actions and how they should act. Discussion sessions encourage children to express their views and promote the collision and deepening of thinking. For example, by telling stories about the Red Revolution, children can experience the noble virtues of heroes in an engaging setting

Example demonstration and positive motivation: Teachers and parents, as important role models for children, demonstrate good moral character through their own words and deeds. At the same time, timely praise and encouragement are given to children's positive behaviors to enhance their internal motivation for moral behavior.

Social practice and volunteer service: under appropriate supervision, organize children to participate in

simple social practice activities or volunteer services, such as environmental protection actions, condolences to the elderly, etc., so that children can personally experience the joy and significance of helping others and serving the society, and cultivate their sense of social responsibility.

Through moral enlightenment, we can get the following multi-dimensional goals:

Cognitive development: To help young children recognize and understand basic moral concepts, principles and values, such as honesty, bravery, kindness, respect, etc., to lay the foundation for their formation of correct moral concepts.

Emotional development: Through emotional education, to stimulate children's yearning and pursuit of good moral character, cultivate their compassion, empathy and sense of responsibility, so that children can emotionally identify with and be willing to practice moral norms.

Will exercise: in the face of temptation and challenges, guide children to learn self-control, adhere to principles, cultivate strong moral will, and ensure that they can adhere to the moral bottom line in daily life.

Code of conduct: Through continuous education and guidance, children can gradually form good habits in daily life, such as abiding by rules, treating people politely, being honest and trustworthy, etc., laying the foundation for them to become a moral and responsible social citizen.

On the development of moral cognition, psychologists have put forward a variety of stage theories, the most representative of which are the theories of Piaget in Switzerland and Kohlberg in America.

Piaget emphasized that the moral growth of children goes through a profound transformation process, which is significantly reflected in the transition from dependence on external rules (heterophy) to the independent observance of inner rules (self-discipline), and is accompanied by the deepening of the sense of external imposed responsibility (objective responsibility) to the sense of inner responsibility (subjective responsibility). In other words, in the field of morality, children gradually change from passively accepting external norms to being able to set and adhere to moral standards by themselves, and their sense of responsibility gradually shifts from external to internal drive.

Piaget divided children's moral development into four stages:

The first stage is the "egocentric stage" or pre-moral stage (ages 2-5),

In this stage, children lack the consciousness to regulate behavior according to rules, and show self-centered tendency in parent-child relationship, peer relationship, value judgment and other aspects.

The second stage is the "authority stage" or heteronomy moral stage (6-7, 8 years old). In this stage, children show absolute respect and obedience to external authority, regard the rules determined by authority as absolute and unchangeable, and completely rely on the attitude of authority when evaluating their own and others' behavior.

The third stage is the "reversible stage" or the preliminary self-discipline moral stage (8-10 years old). In this stage, children's thinking has conservation and reversibility, they have no longer regard rules as immutable things, and gradually shift from heteronomy to self-discipline.

The fourth stage is the "just stage" or the self-discipline moral stage (10-12 years old). After the

reversibility of children in this stage, the concept of justice or sense of justice is developed, and the moral concept of children tends to preside over justice and equality.

Kohlberg emphasizes the importance of moral cognition and its development process, and closely links moral education to cognitive development. The key ideas include: moral development is a sequential and phased process, with each stage building on the improvement of cognitive ability; People's moral concept is closely related to their cognitive level, and the development of cognition is the cornerstone of moral development; Moral progress depends on the individual's self-awareness of the moral conflict beyond the current cognitive level, and is realized through the adjustment and upgrading of the internal cognitive structure; The core goal of moral education is to promote the maturity of individual moral thinking ability; To this end, moral education should create favorable conditions to guide and promote the development of students' moral cognition through situational simulation, social interaction and effective strategies.

Kohlberg's theory of moral cognitive development is divided into three stages:

Pre-convention level (ages 4 to 10): Children follow norms to avoid punishment or receive rewards and have not yet developed their own moral concepts.

Pre-conventional level (ages 10 to 13): The child follows norms established by parents, peers, and social groups in order to receive praise and praise or to maintain social order.

Post-conventional level (after age 13): Children begin to pay attention to moral principles and values, and are able to judge the rights and wrongs of actions based on their own conscience and principles.

In short, the moral enlightenment of preschool children is a systematic project, which requires the joint efforts of families, kindergartens and even the whole society. Through a variety of educational practices, we can not only help children initially form correct moral concepts and behavior patterns, but also lay a solid moral foundation for their future comprehensive development and social integration.

2. Liangshan Zhaojue County kindergarten introduction

2.1 Basic Situation of Kindergartens in Zhaojue County

According to the data from the Zhaojue County People's Government network, as of October 2022, there are 58 kindergartens in the county distributed in various regions, the specific distribution is as follows: There are 18 kindergartens in the urban area, of which only 1 is a public kindergarten, and the remaining 17 are private; In the district and township, there are a total of 40 kindergartens, including 1 private kindergarten, 34 township level kindergartens and 5 kindergartens specially designed for resettlement. A total of 12,026 children are enrolled in these kindergartens. Further broken down, there are 4,516 children in kindergartens in urban areas, including 1,061 children in public kindergartens and 3,455 children in private kindergartens; District and township kindergartens accommodate 7,510 children, of which 159 are private kindergartens, 5,232 are township kindergartens, and the kindergartens supporting the resettlement sites are responsible for the preschool education of 2,119 children.

In addition, 214 "One village, one child" project sites have been set up to provide educational

opportunities for children in remote villages, and 10 preschool classes have been set up to meet the preschool education needs of children of different ages.

2.2 Basic Information of Children

At present, a total of 18,728 children are enrolled in school, including 5,985 children from poverty-stricken families. These children are distributed in different educational Settings: 12,027 are enrolled in kindergartens and 6,160 are involved in the "One village one Child" project, which aims to provide pre-school education services in remote areas. In addition, 541 children are enrolled in attached preschool classes, which are usually located in primary schools and provide transitional education for children moving up to primary school.

2.3 Basic Information about Teachers

At present, the total number of kindergarten teaching and administrative staff is 909, which is composed of 98 formal teachers, 171 teachers who are hired by contract, 33 teachers who participate in on-site volunteer teaching, and 607 counselors in charge of the "One village, one child" project. In the face of the existing 18,728 pre-school education students, if the teacher-student ratio is calculated according to 1:10, in theory, 1,873 kindergarten teachers should be equipped to meet the teaching needs. However, there is still a gap of 964 teachers, indicating that the current number of teaching staff can not fully meet the actual needs of education and teaching.

2.4 Red Moral Education in Kindergartens

Zhaojou County kindergarten red moral character, traditional culture education: All kindergartens pay attention to the cultivation of children's patriotism and traditional culture, among which the county and town kindergartens, relatively rich activities, such as weekly flag raising ceremony, learning the spirit of Lei Feng, watching the development of the Communist Party of China and so on. However, the use of local red culture for children's patriotic education games and activities is not much, similar to the cultivation of Han kindergarten, does not have local characteristics, does not reflect the integration of Yi and Han nationalities; In folk culture, mainly reflected in the Yi New Year and the Torch Festival, relatively limited, township preschool education teaching sites, due to relatively remote, not many teachers, limited teaching environment conditions, most left-behind children, more focused on life care. According to the return survey of Yi graduates in our school in 5 years, the teaching form is single and the characteristics are not enough. The reasons are as follows:

1. The difference of teachers' individual abilities poses a major challenge to the enlightenment education of red morality. Teachers' professional training degree and teaching practice experience show significant fluctuations and differences. In kindergartens in Zhaojue County, few teachers have a bachelor's degree or above in preschool education, and most of the rest have a secondary school or college diploma. Some educators have deficiencies in understanding and cognition of red culture, and they may lack systematic training and corresponding teaching practice experience. This situation may have a negative impact on the enlightenment education of red morality, and then affect the quality and actual results of education. Therefore, strengthening teachers' professional training and career growth,

focusing on improving their red culture cognition and education and teaching skills, plays a pivotal role in optimizing the quality of red moral enlightenment education.

2. The lack of home-school cooperation is an important issue. Some parents may not fully realize the value of red character education, so it is difficult to effectively guide and assist their children to cultivate this aspect of literacy. According to research data, 65 percent of parents in kindergartens in Zhaojue County stated that they had not conducted any form of education in a family environment. The lack of cooperation between families and schools has damaged the coherence and consistency of red moral enlightenment education, making it difficult to establish a strong educational synergy. Therefore, strengthening the cooperation between families and schools, enhancing parents' understanding of red moral education and enhancing their participation are crucial to optimizing the effectiveness of red moral enlightenment education.

3. There are significant differences in the participation and acceptability of pre-school children in Yi area, which poses certain challenges. Due to the diversity of family background, life experience and cognitive level, children's acceptance of red culture is significantly different. Some children grow up in a relatively closed environment, so they lack of understanding of red culture and lack of interest. In the process of implementing red moral enlightenment education, educators need to design personalized education programs according to the uniqueness and needs of each student, and adopt rich and diverse teaching methods and educational resources, aiming at igniting children's curiosity and love for red culture.

In the end, changes in the external environment have also led to corresponding challenges. With the vigorous development of mobile Internet, the social and cultural information that children are exposed to shows a rich and diverse trend, which not only covers positive red cultural elements, but also interwoven negative or unhealthy content. Some content published on entertainment programs and social platforms may negatively guide children's world view and even contradict the educational goals aimed at cultivating red values. Therefore, educators need to pay close attention to the influence of external environment on children's growth, and actively enhance interaction and collaboration with family and society to build a high-quality education ecosystem. The aim is to provide preschool children in rural areas with rich and positive red culture enlightenment education, and stimulate their sense of identity and pride in the country's history, culture and values.

These problems and challenges highlight that the implementation of red moral enlightenment education in the pre-school education stage of the Yi minority requires the active participation of education professionals and the close cooperation of families. This requires us to increase the investment of educational resources, improve the professional quality of teachers, strengthen the collaboration between schools and families, implement more personalized teaching strategies, and fully consider the influence of external environmental factors. Through these comprehensive measures, we can deal with the challenges more effectively and ensure the smooth and effective implementation of red moral enlightenment education. This will build a solid foundation for the all-round development and

long-term growth of preschool children in Yi minority areas.

3. Red Moral Enlightenment Design and Implementation Strategy

3.1 School Education

The design of the red moral enlightenment course should closely integrate the concept of the whole environment and cultivate people, with the help of the local red cultural heritage, aiming at comprehensively improving the moral quality and cultivation of children in the preschool education stage. The curriculum design should closely focus on the essence of red culture, including but not limited to patriotism, collectivism and revolutionary spirit, as well as folk culture, in order to fully explore and present its core connotation. Specifically, classic red narratives, children's songs and iconic figures that reflect the heroic struggle and brilliant victory of the Chinese people can be selected and these elements can be used throughout the various parts of the curriculum.

1. To build a systematic red culture education system, it is necessary to integrate the course content.

According to the specific situation of the kindergarten, teachers should organically embed the red culture elements into the current education plan, and then establish a comprehensive and orderly red culture teaching structure. For example, in the language, art, social and other curriculum content into the red cultural elements, using a variety of forms such as telling red stories, singing red songs, creating red themed handicrafts, etc., to promote children in a diversified learning environment to contact the connotation of red culture and experience its charm.

2. Adopt a variety of teaching methods to enhance the attractiveness of the classroom.

Teachers can use a variety of teaching strategies, including situational teaching, gamified learning and project-driven teaching, to create a lively and interesting classroom environment. For example, when telling the red history story, we can use the method of role playing to allow children to experience it, so as to deepen their experience and emotional resonance. Contemporary information technology, including multimedia courses, virtual reality, etc., can be used to diversify teaching methods to significantly enhance the attractiveness of the classroom.

3. Emphasis on practical teaching to enhance children's experience and understanding

Red moral education should not be limited to classroom teaching, but also need to strengthen the practice. Teachers can organize children to visit red heritage sites and hold community activities with red culture as the theme. Through these hands-on education methods, children can deeply appreciate the influence of red culture in a real environment. In addition, educators can encourage children to practice the essence of red culture at the family and social level, including helping others, volunteering, etc., so as to cultivate their strong sense of social responsibility.

4. Personalized education, designed to meet the unique growth needs of each child.

Each child's moral growth path has its own characteristics, and educators need to provide individualized guidance according to children's personality differences and growth needs. For children who are interested in red culture, adequate opportunities and resources should be provided to promote

their in-depth exploration and practice. For children with low participation, strategies such as personalized guidance and setting a positive example can be adopted to stimulate their interest and enhance their enthusiasm.

Design Essentials	Specific content
Closely combined with the whole environment of the concept of moral education	Make use of local red culture, such as classic red stories, songs and characters, to improve the moral cultivation of rural preschool children.
The core connotation is patriotism, collectivism and revolutionary spirit	Red stories and characters that reflect the heroic struggles and great victories of the Chinese people are selected and integrated into the curriculum to cultivate children's patriotic feelings and collective consciousness.
The content is designed according to the characteristics of children's cognitive ability and psychological development	Use picture books, simple words and video animations to vividly show the red culture, and design interactive sessions such as Q&A and role play to promote children's understanding and acceptance.
Focus on the implementation process that integrates with the reality of children's lives	Guide children to integrate the red spirit into their daily behaviors and activities, such as the spirit of cooperation in games and the display of patriotic feelings in daily life; Carry out related themed activities such as visiting the Red Memorial Hall and listening to stories told by old revolutionaries.
Pay attention to systematic and scientific curriculum design	From simple to deep, the course content should be designed step by step to avoid being too complicated and abstract, and gradually increase the difficulty and depth. The teaching mode of situational experience—independent learning—collective sharing should be adopted.
Consider the age and developmental characteristics of pre-school children	Use easy-to-understand nursery rhymes and nursery rhymes aimed at younger children to convey the spirit of red culture; For older children, it helps them understand the historical background and practical significance of red culture through in-depth discussion and analysis.
Diversified evaluation and feedback mechanisms	The performance and changes of children in moral enlightenment are assessed through various forms such as classroom observation, activity records and parents' feedback, and the curriculum content and teaching strategies are adjusted and optimized according to

the evaluation results.

In general, the key to the red moral enlightenment course is to precisely refine the essence of red culture, closely adapt to the growth characteristics of children, emphasize the comprehensiveness of the curriculum system, the scientific teaching methods and the significance of practical results, and aim to achieve the imperceptible education goal, that is, "nourish the soul unconsciously". The carefully planned and implemented red moral enlightenment course can lay a solid ideological and moral foundation for rural preschool children and help them grow into inheritors of the new era with both red feelings and social responsibility.

3.2 Family Education

Red moral education should not only become the core mission of schools, but also an indispensable responsibility of family education. Educators need to take the initiative to communicate with guardians, and work together to establish a co-education system to promote students' growth. Teachers can organize parents' lectures, communication meetings and other activities on a regular basis. The kindergarten actively stimulates the enthusiasm of parents to participate, and uses parent-child interaction activities to deepen the red character education into the family environment. Parents actively participate in red culture co-construction activities, including reading classic red story books with their children and watching red themed movies and television works. The aim is to inspire parents to practice the essence of red culture in their own environment and work together to build a family education atmosphere full of positive guidance for their children. Teachers can take advantage of home-school co-construction activities, such as reading red culture books together, holding educational family red-themed parties, etc., to effectively promote parents' enthusiasm and enthusiasm.

3.3 Social and Environmental Education

Community linkage: Cooperate with local communities to jointly plan and implement cultural inheritance projects, such as establishing online resource libraries, providing local culture-related reading materials, video tutorials and other resources, establishing cultural exhibitions, holding folk culture festivals, etc., to jointly promote the all-round development of children.

4. Conclusion

Under the background of the whole environment education, this paper deeply analyzes the positive influence of the local red culture on the enlightenment of the red morality of preschool children in rural areas. The enlightenment education of red culture plays a crucial role in the field of rural preschool education. It can not only enrich children's spiritual world, but also exert a profound influence on the cultivation of values, morality and national identity. By telling revolutionary historical stories, inheriting heroic deeds, learning red songs and other forms, it can stimulate the patriotic feelings of rural preschool children and cultivate their brave and indomitable character qualities. In addition, red culture education can also promote the formation of children's sense of social responsibility and

collective consciousness, helping them establish a correct outlook on life and values in the process of growing up. Therefore, integrating red culture elements into rural preschool education plays an important role in promoting children's all-round development and building a positive social atmosphere. Under the background of building a comprehensive moral education system, red culture education can not only stimulate children's deep interest in red culture, but also cultivate their core values and noble morality in a subtle way.

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