

The Implications and Values of Integrating Red Culture into College English Courses in Local Minzu Colleges

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ABSTRACT

Red culture, a precious spiritual wealth and unique cultural form forged by the Communist Party of China leading the people through revolution, construction, and reform, embodies profound connotations and rich implications. As key institutions for cultivating high-quality talents in ethnic minority regions and forging a strong sense of community for the Chinese nation, local ethnic minority universities feature College English courses that integrate instrumental, humanistic, and ideological attributes. Integrating red culture into these courses is not a mere addition of teaching content but a nurturing practice of far-reaching strategic significance. This paper systematically explores the in-depth connotations of this integration from four dimensions: value implication, contemporary implication, cultural implication, and educational implication. The research reveals that in terms of value implication, it achieves the unity of political orientation, moral education, and regional service; in contemporary implication, it responds to the practical calls of ideological struggles, cultural confidence building, and national rejuvenation; in cultural implication, it promotes the in-depth integration of the mainstay of Chinese culture, diverse ethnic cultures, and revolutionary spirits, providing abundant nourishment for forging a strong sense of community for the Chinese nation; in educational implication, it drives the paradigm transformation of College English courses from pure language skill training to comprehensive nurturing platforms, reshaping their teaching objectives, content, and methods. Ultimately, this paper constructs an integration model centered on "value guidance - content reconstruction - path innovation - effectiveness enhancement," aiming to provide theoretical support and practical guidance for local ethnic minority universities to tell red stories, inherit red genes, and cultivate new-era talents through College English courses.

Keywords: *Red culture, Local ethnic minority universities, College English courses, Implications and values, Sense of community for the Chinese nation, Curriculum-based ideological and political education.*

1. INTRODUCTION

Against the backdrop of the intertwined strategic overall situation of national rejuvenation and the unprecedented changes in the world over the past century, the fundamental educational question of "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them" has become increasingly prominent. Red culture, an advanced cultural form created by the Communist Party of China leading the people through long-term great practices of revolution, construction, and reform, with Sinicized Marxism as its core,

integrating fine traditional Chinese culture, and reflecting the spirit of the times, serves as a crucial spiritual resource for uniting national strength, strengthening cultural confidence, and forging ahead. It is not only an echo of history but also a beacon for the future. Its inherent ideals, value pursuits, spiritual qualities, and fine traditions constitute vivid teaching materials and profound foundations for moral education in the new era.

Local ethnic minority universities are distinctive components of China's higher education system, undertaking the special mission of cultivating virtuous and talented socialist builders and

successors for ethnic minority regions, promoting exchanges and integration among various ethnic groups, and safeguarding national unity and border stability. As a public basic course with a wide audience, long class hours, and cross-cultural attributes, College English courses in these universities are not only important windows for students to understand the world and acquire advanced scientific and technological knowledge but also key arenas for ideological guidance, value shaping, and cultural inheritance. However, for a long time, the teaching content and models of these courses have to some extent exhibited tendencies of "prioritizing language skills over cultural connotations," "emphasizing Western culture over local narratives," and "valuing instrumental rationality over value guidance." This has weakened their inherent nurturing functions and even posed potential risks in the face of complex ideological infiltration.

Therefore, the systematic, organic, and innovative integration of red culture into College English courses in local ethnic minority universities has become an urgent and inevitable contemporary proposition. This integration is not a rigid "political grafting" or simple "historical review" but a profound and multi-dimensional educational reconstruction. It aims to address the problems of cultural imbalance and value suspension that may exist in College English teaching, respond to the special needs of talent cultivation in ethnic minority regions, and serve the main line of ethnic work—forging a strong sense of community for the Chinese nation. Currently, academic circles have conducted extensive research on curriculum-based ideological and political education, College English teaching reform, and red culture inheritance. However, research that closely combines these three aspects, especially from the in-depth perspective of "implications and values" (an intersection of philosophy and education), to systematically analyze the internal logic and far-reaching significance of integrating red culture into College English courses in local ethnic minority universities, remains insufficient.

Based on this, this study attempts to go beyond the discussion of mere teaching methods and delve into the rich implications of this integration practice. The core research questions focus on:

- Value implication: How does the integration of red culture fundamentally reshape the political orientation, nurturing objectives, and service orientation of

College English courses in local ethnic minority universities?

- Contemporary implication: How does this integration respond to ideological challenges, cultural confidence demands, and the great cause of national rejuvenation under the current complex domestic and international situation?
- Cultural implication: What role does red culture play in the "pluralistic and integrated" pattern of Chinese culture and various ethnic cultures? How does its integration deepen students' cultural identity with the Chinese nation community?
- Educational implication: How does the integration of red culture trigger paradigm changes in College English courses in terms of objectives, content, methods, and evaluation, thereby promoting the sublimation of their educational functions?

Through in-depth analysis of these questions, this paper aims to construct a three-dimensional meaning network for understanding the integration of red culture into College English courses in local ethnic minority universities, providing a solid academic basis and clear action direction for advancing this work, and making it a powerful engine for empowering talent cultivation in ethnic minority regions, consolidating ethnic unity, and continuing the red bloodline.

2. VALUE IMPLICATION: UNITY OF POLITICAL ORIENTATION, MORAL EDUCATION, AND REGIONAL SERVICE

The primary implication of integrating red culture into College English courses in local ethnic minority universities lies in its profound value reshaping function, enabling the courses to transcend mere language instrumentality and achieve a high unity of political nature, educational nature, and regionality.

2.1 Strengthening Political Orientation and Consolidating Ideological Foundations

Local ethnic minority universities are at the forefront of ideological struggles. As one of the main arenas where students are exposed to Western culture and values, College English courses, without correct political guidance, can easily

become breeding grounds for erroneous ideological infiltration. The integration of red culture is a key measure to proactively set agendas and grasp discourse power.

- Providing a clear value coordinate: With its unwavering commitment to ideals and beliefs, boundless loyalty to the Party and the people, and fearless dedication to sacrifice, red culture provides students with a clear yardstick for value judgment amid the complex cross-cultural information flow. By learning about the Long March Spirit, Yan'an Spirit, War to Resist U.S. Aggression and Aid Korea Spirit, etc., students can deeply understand why the Communist Party of China is "capable," why Marxism "works," and why socialism with Chinese characteristics is "good." This enables them to consciously resist erroneous viewpoints such as historical nihilism and Western-centrism, and consolidate the ideological foundation of patriotism and loyalty to the Party.
- Interpreting the correctness of ethnic policies: Red culture contains the historical context of the formation and development of the Party's ethnic policies. For example, the ethnic unity policies formulated by the Red Army when passing through ethnic minority regions during the Long March (such as the "Yihai Alliance") and the embryonic form of regional ethnic autonomy explored by the Party during the Yan'an period are vivid historical materials refuting Western stigmatization and attacks on China's ethnic issues. Telling these historical stories in English allows students to deeply recognize the superiority and inevitability of China's regional ethnic autonomy system from both historical and practical logics.

2.2 Deepening Moral Education and Shaping New-Era Talents

"Moral education and talent cultivation" is the fundamental task of education. Red culture is an excellent resource for ideal and belief education, moral cultivation, and striving spirit nurturing.

- Strengthening ideals and beliefs: The core of red culture lies in lofty communist ideals and firm Marxist beliefs. By reading English biographies and letters of revolutionary predecessors and watching relevant English documentaries, students can transcend time and space to feel the spiritual power of sacrificing everything

for ideals, thereby replenishing their spiritual "calcium" and establishing lofty aspirations to strive for socialism with Chinese characteristics and national rejuvenation.

- Cultivating noble virtues: Red culture embodies the purpose of serving the people wholeheartedly, the fine tradition of hard work, strict organizational discipline, and the collectivist spirit of solidarity and mutual assistance—all of which are fertile ground for nurturing students' moral character. For instance, learning from Dr. Norman Bethune's internationalist spirit of "selflessness and devotion to others" and Comrade Zhang Side's ordinary yet great spirit of "serving the people" can guide students to establish correct outlooks on life and values, and cultivate social morality, professional ethics, and personal integrity.
- Cultivating a striving spirit: The construction and development of ethnic minority regions particularly require strivers who are fearless of hardships and strive for progress. Red culture, from the reclamation and production in Nanniwan to the arduous development of the "Two Bombs, One Satellite," highlights the striving qualities of self-reliance and hard work. Integrating these contents into teaching can inspire students to courageously face challenges in study and life, and cultivate the tenacious will and practical spirit needed to root themselves in grassroots communities and build their hometowns.

2.3 Empowering Regional Development and Cultivating Local Affection

The mission of local ethnic minority universities determines that their talent cultivation must be closely aligned with the development needs of ethnic minority regions. The integration of red culture can effectively connect College English learning with regional development services.

- Enhancing practical abilities to serve the local community: Guiding students to collect, sort out, translate, and narrate local red cultural resources (such as red historical sites, revolutionary stories, and heroic figures) in English, and attempting to develop them into international tourism products or cultural and creative projects, not only exercises students' comprehensive language application abilities but also cultivates their skills in transforming

cultural resources into developmental momentum, directly serving the cultural tourism and international communication undertakings of ethnic minority regions.

- Fostering profound affection for one's hometown: When students use an international language to deeply explore and disseminate red stories that occurred on their hometown's land, they develop a deeper emotional connection and cultural identity with the land beneath their feet. This intrinsic local affection serves as a lasting driving force to attract and encourage students to return to their hometowns for employment and entrepreneurship after graduation, contributing to the modernization drive of ethnic minority regions.

3. CONTEMPORARY IMPLICATION: RESPONDING TO PRACTICAL CHALLENGES AND CALLS

The integration of red culture is not a nostalgic review of history but a profound response to major contemporary issues, characterized by strong practical relevance and forward-looking.

3.1 An Urgent Need to Address Complex Struggles in the Ideological Field

Currently, the international ideological struggle is acute and complex. Foreign forces have never ceased their attempts to Westernize and divide China by exploiting ethnic and religious issues, with local ethnic minority universities being key targets for infiltration. If College English courses only focus on "Shakespeare" and "Hollywood" while ignoring the "Long March" and "Yan'an," it is equivalent to "destroying one's own fortress" on the ideological front.

- Proactively engaging in international public opinion struggles: Through College English classrooms, cultivating students' ability to clearly, accurately, and persuasively narrate the Communist Party of China's revolutionary history and struggle history in English, and expound on the successful practice of China's ethnic policies, is an effective way to break Western discourse monopoly and refute unfounded accusations. This equips students with "linguistic weapons" and "ideological armor" for international ideological struggles.

- Enhancing students' "immunity": Exposing students to various Western narratives about China's history and ethnic issues in class, guiding them to conduct critical analysis, and distinguishing right from wrong based on solid red historical facts, can effectively improve students' political acumen and discriminative ability. This enables them to possess strong "immunity" when facing foreign ideological infiltration.

3.2 Serving Cultural Confidence Building and National Image Shaping

Strengthening cultural confidence is a major issue related to national fortune, cultural security, and the independence of the national spirit. Red culture is an important component and source of strength for the cultural confidence of socialism with Chinese characteristics.

- Consolidating the foundation of cultural confidence: Red culture embodies the arduous pursuit of national independence, national liberation, and people's happiness by the Party and the people, witnessing the great leap of the Chinese nation from standing up, getting rich, to becoming strong. It itself is one of the most solid cornerstones of cultural confidence. Learning red culture guides students to recognize the advanced culture created by the Party in leading revolution and construction, thereby enhancing overall confidence in socialism with Chinese characteristics.
- Shaping a respectable Chinese image: In international communication, the spiritual qualities inherent in red culture, such as striving, sacrifice, dedication, and innovation, are important elements in shaping a "respectable China" image. Through College English courses, enabling future builders of ethnic minority regions to tell these red stories that embody the common values of humanity in a language understandable to the world can effectively shape a modern Chinese image of perseverance, self-improvement, peace-loving, and full of hope, enhancing understanding and recognition from the international community.

3.3 Empowering the Grand Journey of National Rejuvenation

Achieving national rejuvenation requires uniting the mighty power of all Chinese people.

Red culture is a powerful spiritual link for uniting consensus and inspiring fighting spirit.

- **Uniting forces for national rejuvenation:** Red culture records the glorious history of all ethnic groups in China uniting as one under the leadership of the Communist Party of China to resist foreign aggression and build a shared homeland. It is itself the most vivid manifestation of the sense of community for the Chinese nation. Learning red culture can arouse common historical memories, strengthen the emotional bond of shared weal and woe, mutual respect, and common destiny among all ethnic groups, thereby uniting the strength of all ethnic groups toward the great goal of national rejuvenation.
- **Inspiring the sense of mission and responsibility among young generations:** Red history is a history of youth striving. Many revolutionary predecessors devoted themselves to the revolution at a young age and remained unwavering in their aspirations. Introducing the stories of these young role models into College English classrooms can generate strong intergenerational resonance with contemporary young students, inspiring their sense of mission and responsibility to "strengthen the nation with me." It encourages them to integrate their personal ideals into the cause of the country and the nation, writing their own youth chapters in the journey of national rejuvenation.

4. CULTURAL IMPLICATION: NURTURING A STRONG SENSE OF COMMUNITY FOR THE CHINESE NATION

The integration of red culture has injected profound cultural connotations into College English courses in local ethnic minority universities. In the "pluralistic and integrated" pattern of Chinese culture, it plays a unique role as a "binding agent" and serves as abundant cultural nourishment for forging a strong sense of community for the Chinese nation.

4.1 Red Culture: The Mainstay and Direction of the Modern Transformation of Chinese Culture

Red culture is not a heterogeneous existence outside Chinese culture but a brilliant achievement of the creative transformation and innovative

development of fine traditional Chinese culture under the baptism of Marxism.

- **Inheritance and development:** Red culture inherits and sublimates the patriotic feelings of "everyone is responsible for the rise and fall of the nation," the people-centered thought of "the people are the foundation of the state," the striving spirit of "self-improvement," and the harmony concept of "harmony in diversity" inherent in fine traditional Chinese culture. For example, the purpose of "serving the people" is the transcendent development of "the people are the most valuable, the state comes next, and the monarch is the least"; the concept of "a community with a shared future for mankind" is a contemporary interpretation of the ideal of "great harmony under heaven." Revealing this inheritance and development relationship in College English teaching helps students understand the foundation of Chinese civilization in red culture and enhance the continuity of cultural identity.
- **Establishing a modern direction:** Red culture represents the correct direction and advanced form found by Chinese culture in the process of modernization. Guided by Marxism, it overcomes certain historical limitations of traditional culture and leads Chinese culture toward a modern civilized path of science, democracy, and socialism. Learning red culture guides students to recognize and embrace the progressive direction of this advanced culture.

4.2 Red Culture: A Spiritual Bridge Linking "Plurality" and "Unity"

In the context of ethnic minority universities, red culture possesses a special cohesive function, effectively connecting various ethnic cultures with the mainstay of Chinese culture.

- **Recording the history of joint struggles:** Red culture is a history co-written by all ethnic groups in China. During the Long March, the Red Army received support from Tibetan, Yi, Hui, and other ethnic minority groups along the way; in the War of Resistance against Japanese Aggression and the Liberation War, countless ethnic minority people joined the army, fought bravely, and sacrificed their lives; the establishment and development of the Inner Mongolia Autonomous Region, Xinjiang Uygur Autonomous Region, Guangxi Zhuang Autonomous Region, Ningxia Hui Autonomous Region, and

Tibet Autonomous Region are themselves important components of the Party's ethnic policies and red practices. Introducing these red memories co-created by all ethnic groups into English classrooms uses irrefutable facts to prove to students that the shared destiny of the Chinese nation was forged through the blood and fire of joint struggles.

- Embracing shared values: The values advocated by red culture, such as collectivism, patriotism, hard work, and ethnic unity, are spiritual wealth transcending individual ethnic groups and universally recognized and revered by all ethnic groups. These values constitute the shared spiritual genealogy of the Chinese nation community and serve as a powerful spiritual link connecting "plurality" and "unity".

4.3 Red Culture: A Unique Resource for Cross-Cultural Dialogue

In the cross-cultural communication teaching of College English, red culture can serve as a unique asset for equal and in-depth dialogue with Western culture.

- Providing a Chinese perspective for dialogue: When discussing concepts such as "freedom," "democracy," "human rights," and "equality," relevant practices and concepts in red culture can be introduced. For example, using the "bean-ballot" democracy during the Yan'an period, New China's efforts to eliminate illiteracy and popularize education, and the equal rights of all ethnic groups guaranteed by the regional ethnic autonomy system to interpret China's unique understanding and practical path of these universal values, breaking Western discourse monopoly.
- Showcasing common human values: The perseverance in ideals, resistance against oppression, and pursuit of a better life embodied in red culture are universal human values. Conveying these stories and their inherent spirits to the world in English can resonate with people from different cultural backgrounds, making red culture a bridge for communicating China with the world and promoting the exchange and mutual learning of civilizations.

5. EDUCATIONAL IMPLICATION: PROMOTING THE PARADIGM TRANSFORMATION OF COLLEGE ENGLISH COURSES

The organic integration of red culture is already and will inevitably trigger a quiet and profound revolution in College English courses in local ethnic minority universities, promoting a comprehensive and in-depth transformation of their educational paradigm.

5.1 Teaching Objectives: From "Instrumentality" to the Integration of "Humanism" and "Value Orientation"

Traditional College English teaching objectives mainly focus on language skills such as listening, speaking, reading, writing, and translating. The integration of red culture promotes the sublimation of teaching objectives to a higher level.

- Deepening competence objectives: Moving from mastering general communicative language to being able to use English to understand and interpret the Chinese path, Chinese theories, and Chinese systems, and to conduct effective and appropriate cross-cultural communication on issues related to red culture and ethnic policies.
- Highlighting literacy objectives: Explicitly incorporating core literacy such as family and country feelings, cultural confidence, critical thinking, and moral sentiment into the teaching objective system, ensuring that the improvement of language ability proceeds in tandem with the all-round development of individuals.

5.2 Teaching Content: From "Western-Centered" to "Balanced Chinese-Western" and "Local Narrative" Construction

The integration of red culture represents a structural adjustment to the College English teaching content system.

- Reconstructing the content system: Breaking the pattern of taking British and American culture as the main or even sole content, and constructing a diverse and balanced content system covering "Western culture - mainstream Chinese culture - red culture - local ethnic culture."

Red culture becomes an indispensable and distinctive component.

- Developing localized teaching materials: Promoting the compilation of school-based textbooks, supplementary readings, and digital resource libraries integrating local red resources (such as regional revolutionary bases, ethnic minority heroes), making teaching content more closely aligned with students' life experiences and cultural backgrounds, and enhancing affinity and appeal.

5.3 Teaching Methods: From "Passive Acceptance" to the Transformation of "Active Exploration" and "Emotional Experience"

Red culture education must avoid preaching and indoctrination, and adopt corresponding teaching methods that can stimulate students' subjectivity.

- Project-Based Learning (PBL): Designing projects such as "Red Culture Translation Project" and "Virtual Tour of Local Revolutionary Sites," allowing students to actively explore, collaborate, and comprehensively apply language in the process of completing real tasks.
- Situational Simulation and Dramatization Teaching: Organizing students to perform excerpts from red classic plays in English or simulate international press conferences under red historical scenarios, deepening their understanding of red spirits through role-playing and emotional engagement.
- Critical Thinking Training: Guiding students to compare and analyze different Chinese and Western narratives of the same historical event (such as the Korean War), explore the contemporary value of red culture, and cultivate their ability to think independently and make rational judgments without blind obedience or bias.

5.4 Teaching Evaluation: From "Knowledge-Oriented" to the Innovation of "Competence and Literacy-Oriented"

Teaching evaluation serves as a baton. The integration of red culture inevitably requires corresponding reforms to the evaluation system.

- Strengthening process-oriented evaluation: Incorporating students' performance in red culture-themed project learning, classroom

discussions, and practical presentations—including their values, emotional attitudes, and collaborative spirit—into formative evaluation.

- Adopting diverse evaluation methods: In addition to traditional written examinations, more performance-oriented evaluation methods such as term papers, research reports, portfolios, oral presentations, and practical achievement reports are adopted to comprehensively assess students' language ability, cultural understanding, and value judgment.

6. INTEGRATION PATH: CONSTRUCTING A MODEL OF "VALUE GUIDANCE - CONTENT RECONSTRUCTION - PATH INNOVATION - EFFECTIVENESS ENHANCEMENT"

Based on a profound grasp of the implications and values in the above four dimensions, a systematic integration practice model can be constructed to ensure the scientificity and effectiveness of integrating red culture into College English courses in local ethnic minority universities.

- Value Guidance (Clarifying "Why to Integrate"): At the top-level design, it is necessary to firmly establish the core status of "moral education and talent cultivation" and "forging a strong sense of community for the Chinese nation" in the curriculum syllabus and teaching philosophy. The integration of red culture is regarded as a key path to achieve this core goal, ensuring the correct direction and clear objectives of the integration.
- Content Reconstruction (Addressing "What to Integrate"): At the meso level, systematically sort out and explore national, regional, and ethnic red cultural resources, and accurately and organically connect them with the language knowledge system (vocabulary, grammar, discourse) and cross-cultural knowledge system (value comparison, national conditions analysis) of College English. Compile a "Guideline for Red Culture Integration Elements" to realize the structuring and systematization of content.
- Path Innovation (Exploring "How to Integrate"): At the practical level, vigorously promote student-centered teaching methods such as thematic teaching, project-based learning,

immersive experience (using VR/AR technology or field studies), and digital storytelling (creating English red micro-videos and official WeChat articles). Create real, vivid, and challenging learning scenarios to make red culture perceptible, understandable, and actionable.

- Effectiveness Enhancement (Ensuring "Effective Integration"): At the institutional level, establish a support and guarantee system including teacher development (training teachers' red literacy and integrated teaching capabilities), resource construction (developing characteristic textbooks and digital resource libraries), and diverse evaluation (establishing a competence and literacy-oriented evaluation system). Additionally, establish a continuous teaching reflection and improvement mechanism to ensure the continuous improvement of the quality and effectiveness of the integration practice.

7. CONCLUSION

Integrating red culture into College English courses in local ethnic minority universities is a systematic project with profound implications and great value. It is not a temporary response but a strategic choice related to nurturing direction, cultural inheritance, and contemporary mission. This paper analyzes its in-depth implications layer by layer from four dimensions—value, contemporary, cultural, and educational—revealing the enormous potential of this integration in strengthening political orientation, responding to practical challenges, nurturing a sense of community, and promoting curriculum paradigm transformation.

The research shows that successful integration elevates College English courses from pure language skill training to a comprehensive nurturing platform integrating language training, cultural communication, value shaping, and spiritual cultivation. It requires educators to become researchers, interpreters, and communicators of red culture, adept at transforming grand historical narratives into vivid teaching materials and integrating lofty spiritual pursuits into daily language practice. For students in local ethnic minority universities, this process is not only an improvement in language ability but also a spiritual baptism, emotional sublimation, and identity confirmation—in the context of cross-cultural comparison, they gain a deeper understanding of

the historical depth of the land beneath their feet, a clearer recognition of the great journey of the Chinese nation community to which they belong, and a stronger determination to contribute wisdom to building their hometowns, serving the motherland, and connecting with the world.

The road ahead is long, but progress is inevitable. The specific practice of integrating red culture into College English courses still requires continuous in-depth exploration in terms of teaching content selection, teaching method innovation, teacher team building, and evaluation system reform. However, as long as we firmly grasp the core implications and values, adhere to student-centeredness, and courageously practice and innovate, we will surely enable the red gene to shine more brightly in the cultivation of talents in ethnic minority regions in the new era, injecting a steady stream of vibrant youth power into forging a strong sense of community for the Chinese nation and realizing the Chinese Dream of national rejuvenation.

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