

Research on the Role and Improvement Path of Red Cultural Resources in the Process of Counselor Education

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Abstract: Against the backdrop of the fundamental mission of fostering virtue and nurturing talents in higher education institutions in the new era, red cultural resources play an irreplaceable role in counselors' educational work. Through theoretical analysis and practical investigation, this paper systematically elucidates the multidimensional functions of red cultural resources in counselors' educational processes, and deeply analyzes their mechanisms of value guidance, spiritual shaping, moral cultivation, and practical transformation. The study concludes that red cultural resources are not only carriers of historical memory but also vivid teaching materials for ideological and political education of young people in the new era. However, current red cultural resources still face practical challenges in counselors' educational practices, including insufficient resource integration, monotonous narrative approaches, incomplete collaborative mechanisms, and imperfect evaluation systems. To address these issues, this paper constructs a systematic and operational improvement pathway framework from five dimensions: systematic integration, innovative transformation, collaborative education, capacity building, and scientific evaluation. This aims to provide theoretical guidance and practical references for counselors in higher education institutions to deepen red cultural education practices in the new era.

Keywords: Red Cultural Resources; University Counselors; Educational Process; Ideological and Political Education; Improvement Pathways

1. Theoretical Connotation and the Requirements of the Times of the Red Culture Education in the New Era

Theoretically, red cultural resources encompass

three fundamental dimensions: material, spiritual, and institutional. Material resources primarily include tangible cultural relics such as revolutionary sites, memorial facilities, historical artifacts, and archival documents. Spiritual resources refer to the revolutionary ethos developed through prolonged revolutionary and construction practices, exemplified by the Jinggangshan Spirit, Long March Spirit, Yan'an Spirit, Xibaipo Spirit, and Reform and Opening-up Spirit. These three dimensions are interconnected and mutually reinforcing, collectively forming a comprehensive system of red cultural resources. In the context of the new era, the educational value of red cultural resources has been endowed with contemporary significance and practical requirements. As key institutions, universities must fully recognize the strategic importance of red cultural resources in moral education and talent cultivation^[1]. As the backbone of ideological and political education, counselors' effectiveness directly determines the quality of addressing the fundamental question: "What kind of people to cultivate, how to cultivate them, and for whom to cultivate them." Therefore, deeply exploring the educational potential of red cultural resources, innovating their application methods, and enhancing their practical impact have become critical challenges that university counselors must address in the new era.

2. The Multi-Dimensional Role of Red Cultural Resources in the Process of Counselor's Education

2.1 As the Core Vehicle for Value Guidance, Consolidating the Ideological and Belief Foundation of Young Students

Red cultural resources, with their undeniable historical authenticity and inherent logical inevitability, serve as the most powerful and vivid teaching materials for counselors to guide values. This guiding role is not achieved

through simplistic theoretical indoctrination, but rather through profound dialogue between history and reality. Counselors can guide students to delve into the historical context behind specific red heritage sites, helping them understand the arduous exploration and glorious achievements within concrete historical contexts. By organizing students to compare different historical records of the same event and analyze varying evaluations of the same historical figure, they cultivate students' historical thinking abilities and value judgment skills. This value guidance is not a one-time activity, but requires continuous deepening and consolidation through diverse forms and content of red cultural education at different stages of students' growth, ultimately internalizing as an organic component of their worldview, life philosophy, and values^[2].

2.2 As the Source of Spiritual Shaping, Cultivating the Spirit of Struggle in Young Students

The rich spiritual spectrum embedded in red culture represents the concentrated manifestation of the Chinese national spirit during specific historical periods, possessing timeless value and spiritual power that transcends time and space. The artistry of counselors' educational work lies in transforming these grand narrative spiritual symbols into growth nutrients that resonate with students' individual life experiences, thereby achieving intergenerational continuity in spiritual inheritance.

The key to achieving this transformation lies in "contextual transfer" and "meaning association". Counselors can design diverse educational scenarios, such as organizing "Retracing the Long March Route" themed social practices, allowing students to experience the greatness of ideals through physical hardship; hosting "Red Songs Singing" concerts, letting students feel revolutionary passion through stirring melodies. These activities decode the grand revolutionary spirit through "personalization" and "lifelike interpretation", guiding students to reflect: How can the spirit of hard work manifest as academic diligence in peaceful times? By deeply exploring the contemporary value of red spirit, students are encouraged to actively internalize revolutionary genes as personal traits, such as tenacious willpower, optimistic attitudes, cooperative awareness, and courageous

responsibility, thus completing the identity transition from cultural memory inheritors to practitioners of the spirit of the times^[3].

2.3 As a Vivid Teaching Material for Moral Education, Cultivating Good Moral Character in Young Students

The most effective approach to moral education lies in role modeling. The countless heroic figures and exemplary individuals emerging from red cultural resources serve as living moral textbooks. Unlike fictional narratives, these real-life role models possess authentic credibility. Their choices, steadfastness, and sacrifices carry profound moral power that resonates deeply. In moral cultivation, counselors should skillfully identify the ethical highlights in these red role models and integrate them with students' moral practices. For instance, when discussing the deeds of exemplary cadres like Jiao Yulu and Gu Wenchang, educators should not only showcase their touching actions but also guide students to analyze the underlying value systems that shaped their decisions. Counselors may design "Red Moral Drama" scenarios where students perform moral dilemmas from red history, deepening ethical understanding and fostering moral emotions through role-playing. This method effectively addresses students' real-life moral dilemmas, such as conflicts between personal and collective interests, or the tension between integrity and utilitarianism. Ultimately, this approach helps students develop stable moral character^[4].

3. The Realistic Dilemma of Red Cultural Resources in the Practice of Counselor Education

While red cultural resources hold unique educational advantages, counselors still face practical challenges in their application. These obstacles hinder the effective implementation of their educational potential, requiring urgent attention and systematic solutions. A thorough analysis of these challenges' manifestations and underlying causes is essential to identify effective improvement strategies^[5].

Challenge 1: The systemic integration of resources falls short of meeting holistic educational needs. Current utilization of red cultural resources predominantly exhibits "fragmented" characteristics, such as themed festival activities and commemorative visits.

These isolated, sporadic events lack comprehensive, progressive designs aligned with students' developmental patterns and annual academic milestones. While the red cultural spectrum constitutes an organic whole, educational activities often isolate specific spirits or events without contextualizing them within the Party's century-long struggle. This results in fragmented student understanding, hindering the formation of coherent historical perspectives and profound theoretical comprehension. Uneven distribution of red cultural resources across regions and universities further exacerbates resource fragmentation, as high-quality materials remain underutilized. Many institutions inadequately explore local red resources while insufficiently leveraging those from other regions, requiring enhanced integration in both scope and depth. This fragmented resource utilization starkly contrasts with the systematic and continuous demands of ideological and political education, ultimately compromising the overall effectiveness and sustainability of educational outcomes.

Challenges 2: The disconnect between individual efforts of educational entities and the need for coordinated educational synergy. In practice, counselors' red culture education initiatives often operate in silos within the student affairs system. Information barriers, resource fragmentation, and fragmented efforts among campus stakeholders have hindered the formation of a cohesive red culture education framework. Regarding university-community collaboration, partnerships with revolutionary memorial halls and patriotic education bases remain superficial, lacking in-depth cooperation models for resource sharing, curriculum co-development, and talent cultivation.

4. Systematic Path and Implementation Strategy to Enhance the Effectiveness of Red Cultural Resources in Education

4.1 Building a Three-Dimensional Red Resources Integration and Development System of "Point-Line-Surface-Body"

To enhance the educational impact of red cultural resources, the primary task is to systematically integrate and deeply develop scattered resources, transforming them from "discrete points" into a cohesive educational framework. At the "point" level, institutions

should thoroughly explore locally unique red resources, such as revolutionary memories embedded in their history, regional revolutionary sites, the deeds of distinguished alumni, and historical narratives of campus red architecture. These distinctive resources should be developed into educational brands, creating unique advantages under the "one university, one brand" and "one location, one brand" models. Each higher education institution should establish its own red resource database, conducting surveys, registration, classification, and evaluation to clarify the educational value and utilization methods of these resources^[6].

At the "line" level, we should use major historical events, important spiritual lineages, or the growth trajectories of typical figures as clues to integrate cross-regional red resources and design educational content with clear themes and logical coherence. The design of these thematic routes should emphasize the combination of historical logic and contemporary relevance, not only telling historical stories but also guiding students to reflect on the implications of history for the present. At the "surface" level, red resources should be organically integrated with the history of New China, the history of reform and opening up, and the history of socialist development, linking them to the great practice of socialism with Chinese characteristics in the new era. This will help build a broad historical background and contemporary coordinates, enabling students to understand the continuity and timeliness of red history. Ultimately, at the "body" level, we should establish a digital and intelligent cloud platform for red educational resources. This platform should integrate text, images, audio, video, virtual reality scenes, oral history interviews, and academic research findings, achieving digital preservation, networked sharing, and intelligent recommendations of resources. The platform can provide personalized resource recommendations and learning plans based on the characteristics and needs of students at different grades and majors, offering technical support for precise and differentiated education, thereby truly constructing a three-dimensional and systematic red cultural resource education system.

4.2 Innovation of "Dialogue-Experience-Co-Creation"

Immersive Red Culture Education Model

To address the cognitive characteristics of contemporary college students, we must fundamentally transform the traditional one-way indoctrination model and innovate educational approaches to red culture. This requires a fundamental shift from "I speak, you listen" to "dialogic resonance," from "visiting and learning" to "immersive experiences," and from "passive reception" to "active co-creation." In terms of narrative structure, we should adopt youth-oriented language to tell red stories, organically combining grand narratives with micro-narratives. By focusing on the emotional worlds, personal struggles, and difficult choices of ordinary revolutionaries, we can present their vivid and multidimensional characters, enhancing the stories' relatability and emotional impact. Students can be invited to participate in adapting and retelling red stories, reinterpreting classic red narratives through their own language and perspectives, thereby making these stories more relevant to the lives and thoughts of today's youth.

In terms of educational approaches, we should actively promote immersive and experiential learning models. By utilizing VR/AR/MR technologies to recreate significant historical scenes, students can "step into" these moments, gaining vivid experiences and emotional resonance. Developing red-themed murder mystery games and interactive puzzle games allows students to learn Party history through suspenseful reasoning and teamwork, helping them appreciate the wisdom and courage of revolutionary pioneers. Additionally, organizing scenario-based discussions titled "Critical Historical Decisions" enables students to assume historical roles, deepening their understanding of history through debate and decision-making.

4.3 Improving the Collaborative Red Culture Education Mechanism of "School-Local-School-Family-School Network"

The cultivation of red culture is a systematic endeavor that requires breaking down barriers to establish a collaborative framework involving all staff, throughout the entire process, and across all dimensions. In terms of campus collaboration, counselors should proactively "break boundaries" by integrating red cultural resources into classrooms, designing blended courses that combine "theoretical instruction +

practical experience" to effectively connect the first classroom with the second classroom. Red-themed cases can be incorporated into ideological and political education courses, while extending the theoretical guidance from these courses to red-themed practical activities. For school-community collaboration, strategic partnerships should be established with historical museums and patriotic education bases to elevate cooperation from basic visits to in-depth collaboration. Joint efforts can be made to develop red-themed study programs and create educational materials tailored to students at different academic levels. Through deep collaboration, educational resources and social resources can achieve two-way flow and complementary advantages. Additionally, partnerships with communities, enterprises, and social organizations can expand the social network for red culture education. Regarding home-school collaboration, themed activities like "Inheriting Red Family Traditions" can invite students and parents to jointly explore red elements in family memories, such as revolutionary experiences of ancestors, cherished red artifacts, and time-honored family precepts. In cyberspace, proactive efforts should be made to build platforms for red culture education, utilizing WeChat official accounts, short video platforms, and online communities to develop digital cultural products and conduct virtual-themed activities, forming a new educational paradigm that blends online and offline spaces with complementary virtual and physical dimensions. We can build a website with the theme of red culture, develop an APP of red education, and operate a social media account of red culture, so as to spread red culture in a way that students like and enjoy, and expand the coverage and influence of red education.

5. Conclusion

Red cultural resources constitute indispensable educational assets for universities to fulfill their fundamental mission of fostering virtue and nurturing talent. Our systematic analysis demonstrates that these resources serve multiple functions in counselors' educational practice: value guidance, spiritual cultivation, moral education, and practical transformation. These interconnected and mutually reinforcing elements form a cohesive educational chain. Value guidance provides political direction for

students' growth; spiritual cultivation injects vital energy for their development; moral education establishes ethical standards for character formation; while practical transformation ultimately translates the red spirit into patriotic actions. The seamless operation of this chain effectively guides young students to strengthen their ideals, deepen their sense of national identity, refine their moral character, and shoulder the responsibilities of our era.

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