

Under the Guidance of Cultivating “New Quality Productive Forces”: Exploration of the Integration of Red Culture into Ideological and Political Education in Universities

Yuanbing Gu*

Zijin College, Nanjing University of Science and Technology, Nanjing 210000, Jiangsu, China

*Corresponding author: Yuanbing Gu, 272625573@qq.com

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: With the accelerated development of new quality productive forces, new requirements have been placed on the content, objectives, and approaches of ideological and political education in universities. Accordingly, the educational value of red culture needs to be further explored in line with contemporary needs. Against this background, this paper examines the integration of red culture into ideological and political education in universities under the guidance of cultivating new quality productive forces. Based on an analysis of the transformation requirements and educational significance, specific approaches are proposed in terms of the selection and instructional transformation of red culture resources, the development of an integrated curriculum system, the establishment of practical education platforms, and the improvement of collaborative support mechanisms. The study aims to provide a reference for cultivating high-quality talents with innovative awareness, practical competence, and a strong sense of responsibility.

Keywords: New quality productive forces; Red culture; Ideological and political education in universities; Practical path

Online publication: August 31, 2026

1. Introduction

The report of the 20th National Congress of the Communist Party of China clearly proposed to “open up new fields and new tracks for development, and continuously shape new drivers and advantages for development.” As the core engine driving highquality development, the formation and development of new quality productive forces urgently require a large number of highquality talents with innovative qualities and a sense of patriotism ^[1]. The Ministry of Education’s *Work Plan for Comprehensively Promoting the Construction of “Grand Ideological and Political Courses”* also emphasizes that the potential of various cultural resources

for ideological and political education should be deeply activated to promote precise responses to the needs of the times. Currently, ideological and political education in universities faces an urgent task: guiding students to systematically grasp the evolutionary logic of new quality productive forces and cultivating their innovative awareness and striving spirit. It is noteworthy that the tradition of hard work and the gene of independent innovation embedded in red culture are highly isomorphic with the value orientation required by new quality productive forces^[2]. However, existing research mostly focuses on the traditional moral education value of red culture, with insufficient attention to its functional transformation and expansion in the context of “new quality productive forces,” and has not yet fully released the educational energy of red culture in shaping students’ innovative qualities and assuming the mission of the times^[3]. Therefore, it is urgently necessary to systematically explore the contemporary reconstruction path of the educational function of red culture, and to promote the twoway empowerment and synergistic effect between ideological and political education in universities and the cultivation of new quality productive forces.

2. Transformation demands for integrating red culture into ideological and political education in universities from the perspective of new quality productive forces cultivation

2.1. Paradigm upgrade of educational objectives: From oneway shaping of political identity to a dual integration of “value internalization and innovation externalization”

The essence of new quality productive forces lies in revolutionary breakthroughs in technological paradigms and deep transformation of industrial forms, which requires university ideological and political education to break the cognitive barrier between “ideological guidance” and “professional education.” Red culture harbors the underlying code of rich creative practices—whether it is the simple military industry improvements in the base areas during the AntiJapanese War or the theoretical independent construction under extreme blockade by the founders of the “Two Bombs and One Satellite” project, both reflect an innovative philosophy of seeking breakthroughs under resource constraints^[4]. University ideological and political education should deeply activate the methodological genes in these historical practices, guiding students to extract thinking models for coping with uncertain challenges from red history. By transforming the red spirit into a spiritual driving force for tackling “bottleneck” technical problems, education should enable students to acquire, while establishing political identity, an innovative instinct to dare to question established frameworks and to seek optimal solutions under extreme conditions, thereby preconfiguring a cognitive foundation that combines patriotism and critical thinking for their adaptation to and leadership of the development of new quality productive forces.

2.2. Logical extension of educational content: From static presentation of historical narrative to an organic dialogue between “historical experience and contemporary issues”

The emphasis of new quality productive forces on scientific and technological selfreliance, green and lowcarbon transformation, and systematic integrated collaboration does not come from nowhere; it has profound logical connections with the tradition of collective problemsolving, the style of seeking truth from facts, and the spirit of hard work in red culture. Traditional red education tends to fall into the rut of simply listing historical facts and eulogizing figures, lacking contemporary translation of the rational logic behind

historical actions ^[5]. Therefore, educational content must undergo a “second decoding”: not only should revolutionary stories be told, but also the technological collaboration models of the revolutionary era and their genealogical connections with today’s “new nationwide system” should be analyzed; not only should the red gene be inherited, but also the rebirth of red cultural industries under digital empowerment should be revealed. By building a “bridge of meaning” between historical experience and contemporary new quality productive forces practices, students can examine current industrial changes from a historical depth, and while comprehending the original aspiration of the red spirit, consciously establish a systematic development outlook and a scientific and technological ethics outlook that align with the stage of highquality development.

2.3. Technological reshaping of educational methods: From oneway reception of unilateral inculcation to deep interaction of “digital twin and embodied cognition”

Nowadays, the rapid development of digital technology has changed college students’ ways of accessing information and their learning habits. Compared with traditional classroom lectures, students are more attentive to autonomous participation, timely interaction, and practical experience in accepting educational content. At the same time, the development of new quality productive forces is closely related to the widespread application of digital and intelligent technologies, which also imposes new requirements on talent cultivation in universities ^[6]. In this context, in order to make red culture education better adapt to changes in students’ cognitive styles and respond to the new demands of new quality productive forces on talent quality, it is necessary to promote corresponding adjustments in educational methods, placing greater emphasis on students’ active participation and autonomous thinking in the educational process. In particular, the striving spirit, innovative awareness, and sense of responsibility embedded in red culture need to be understood and identified through students’ active engagement and deep reflection, so that they can be better transformed into internal motivation for professional learning, technological innovation, and social practice.

3. The significance of reconstructing the educational functions of red culture in ideological and political education in colleges and universities under the orientation of cultivating new quality productive forces

3.1. Enriching the connotation of ideological and political education in colleges and universities and enhancing educational effectiveness

At present, ideological and political education in some colleges and universities suffers from content that is disconnected from the times and monotonous teaching formats, resulting in low student engagement and limited educational outcomes. The reconstruction of the educational functions of red culture can inject new content and vitality into ideological and political education. By tapping into the innovative genes and spirit of struggle embedded in red culture, and integrating them with the developmental demands of new quality productive forces, the content of ideological and political education can be made more relevant to students’ future developmental needs, thereby enhancing the practical significance of education. Meanwhile, innovating the methods of red culture education can break through the limitations of traditional ideological and political classrooms, stimulate students’ learning initiative, and shift ideological and political education from “passive acceptance” to “active identification,” effectively improving educational outcomes and resolving the disconnection between college ideological and political education and the demands of the times.

3.2. Supporting the cultivation of new quality productive forces and providing talent guarantees

The cultivation of new quality productive forces requires a cohort of highly qualified talents with firm ideals and convictions, innovative capabilities, and a sense of responsibility, and colleges and universities serve as the main front for talent cultivation. The reconstruction of the educational functions of red culture can transform red spirit and the developmental demands of new quality productive forces into students' intrinsic competencies: on the one hand, red culture education strengthens students' ideals and convictions, enabling them to establish aspirations to contribute to national scientific and technological development and industrial upgrading; on the other hand, through innovative cases and inspirational stories within red culture, students' innovative thinking and resilience are cultivated, equipping them with the qualities needed to tackle challenges in the field of new quality productive forces ^[7]. This dual cultivation of "ideology + capability" can supply qualified talents for the development of new quality productive forces, addressing the mismatch between talent cultivation and industrial demands.

3.3. Promoting the inheritance and innovation of red culture and enhancing cultural confidence

The vitality of red culture does not lie in static preservation sealed behind display cases, but in the dynamic creation that responds to the propositions of the era ^[8]. The reconstruction of educational functions under the orientation of new quality productive forces precisely opens up a highly extensible practical field for the creative transformation and innovative development of red culture. In this process, red culture is no longer merely an object of veneration, but becomes a conceptual resource that drives industrial upgrading and empowers the digital economy. When the red spirit is integrated with vibrant practices such as new energy, artificial intelligence, and green intelligent manufacturing, red culture acquires tangible contemporary carriers. Through this cross-temporal value connection, students will profoundly recognize the truthfulness and practicality of red culture across time and space. This cultural confidence, grounded in rational cognition and practical verification, is far more solid and enduring than mere historical memorization, thereby providing a sustained spiritual intrinsic drive and value cohesion for high-quality development.

4. Practical pathways for reconstructing the educational functions of red culture in ideological and political education in colleges and universities under the orientation of cultivating new quality productive forces

4.1. Systematically exploring the contemporary elements of red culture to consolidate the foundation of educational content

Red cultural resources are abundant in quantity and span a wide range of historical periods. Therefore, if existing historical materials, heroic narratives, and spiritual lineages are directly integrated into ideological and political education, it is easy for the teaching content to become insufficiently aligned with the requirements of cultivating new quality productive forces. To improve the compatibility between red-culture-based educational content and the talent cultivation objectives of colleges and universities, it is advisable to reorganize and pedagogically transform existing red cultural resources around the qualities required for the development of new quality productive forces—such as innovative awareness, practical ability, and sense of responsibility—so that different resources can serve as materials for subsequent course teaching

and practical activities. In concrete practice, a student needs questionnaire can be designed around content closely related to the cultivation of talents for new quality productive forces, including innovative awareness, problemsolving ability, teamwork ability, and practical ability. For each item in the questionnaire, two evaluation dimensions are set: “importance of cultivation” and “current selfassessed level,” both assessed on a 5point Likert scale. The questionnaire is distributed by departments, with the number of copies determined proportionally to the student population across different majors and grades. The importance of cultivating each quality and the students’ current selfassessed levels are statistically analyzed. For items rated as highly important but with relatively low selfassessed levels, they are listed as key content that the current redculturebased education needs to address. Subsequently, based on the identified educational needs, further screening of red cultural resources is carried out. Materials including textbooks, Party history materials, publicly available documents from local Party history departments, materials from revolutionary memorial sites, university historical archives, and officially published and publicly reviewed biographical and event materials are included in the preliminary candidate pool. The resource screening follows two basic procedures:

The first step is to verify the authenticity and completeness of the resources. The second step is to assess their suitability for educational purposes, matching the verified resources item by item with the key qualities identified in the previous questionnaire, and determining whether the resource clearly demonstrates behavioral processes and educational content.

On this basis, the screening results are further matched a second time according to different majors and grade levels. Teachers of ideological and political theory courses review the historical expressions and value connotations of the resources, while subjectspecific teachers assess the degree of relevance to students’ professional learning in light of the talent cultivation objectives of their respective majors. Together, they determine the courses, chapters, and learning stages into which the resources are best integrated. A final resource inventory is then compiled, clearly indicating the corresponding student needs, educational priorities, target audiences, and course placement. In specific teaching practice, the resources are selected and used according to the inventory.

4.2. Constructing an integrated curriculum system of “red culture + new quality productive forces” and embedding it into the main channel of ideological and political education

For students, the curriculum is undoubtedly the primary vehicle through which redculturebased educational content enters their daily learning process. Therefore, to ensure that the red cultural resources identified in the earlier screening are effectively transformed into sustained educational content, colleges and universities need to incorporate them into the existing talent cultivation and course teaching arrangements, and determine specific curriculum delivery methods according to different learning stages and professional training requirements. In order to make red culture education run through the students’ entire university learning process, institutions can establish a unified integrated curriculum system based on the talent cultivation plan. In this system, the training requirements at different learning stages are aligned with ideological and political courses, professional courses, and schoolbased courses, and the educational tasks undertaken by each type of course are clearly defined, with red cultural content, course teaching tasks, and learning assessments uniformly integrated into the curriculum arrangement. In specific implementation, teaching departments such

as the School of Marxism and various professional teaching and research sections first prepare integrated course schedules based on the talent cultivation plans of each major, matching the student needs, educational priorities, and applicable courses identified in the previous resource inventory with the existing training plans. The course schedules are organized by academic year, major, and course. For each course, the educational objectives to be undertaken, the red cultural resources that can be drawn upon, the suitable teaching chapters, the learning tasks that students need to complete, and the corresponding assessment contents are clearly specified. See **Table 1**.

Table 1. Integrated curriculum schedule for red culture and new quality productive forces

Academic year	Applicable majors	Course	Educational objectives	Red cultural resources	Integration position	Learning tasks	Evaluation content
First academic year	All majors	Ideological and Moral Education	Strengthen sense of responsibility and professional ethics	Materials on ideals, beliefs, and responsibility	Chapters related to ideals, beliefs, and professional ethics	Complete analysis of value choices of characters	Value identification
		Outline of Chinese Modern History	Cultivate struggle consciousness and development cognition	Materials on scientific exploration and industrial construction	Chapters related to national development	Sort out historical problems and their solving processes	Historical fact understanding
	All majors	An Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics	Cultivate innovation consciousness and collaboration awareness	Materials on independent exploration and tackling key technological problems	Chapters related to construction and development	Analyze solutions in historical practice	Theoretical application
Second academic year	Science and Engineering	Professional Basic Courses	Enhance professional innovation and problemsolving abilities	Materials on professional development and technical practice	Chapters on professional principles and applications	Analyze technical problems and handling approaches	Problemsolving ability
	Humanities and Social Sciences	Professional Basic Courses	Enhance social analysis and practical abilities	Materials on social governance and cultural construction	Chapters on professional theories and practice	Analyze historical practice and its practical value	Practical analysis ability
Third academic year	All majors	Professional Core Courses	Strengthen practice, collaboration, and innovation abilities	Practical materials matching the professional direction	Chapters on core knowledge application	Complete group analysis or scheme design	Innovation ability
		Schoolbased Elective Course	Deepen understanding of the contemporary value of red culture	Interdisciplinary red culture materials	Thematic teaching	Complete data verification and thematic analysis	Comprehensive analysis ability

Academic year	Applicable majors	Course	Educational objectives	Red cultural resources	Integration position	Learning tasks	Evaluation content
Fourth academic year	All majors	Comprehensive Practice Course	Enhance comprehensive practice and responsibility	Materials matching the practice direction	Internship, graduation project, etc.	Complete analysis of realworld problems	Practical ability

After the course schedule is formulated, the academic affairs department conducts a unified review in conjunction with the training plans of each major and the semester teaching schedules, verifying the semester, corresponding courses, teaching chapters, and class-hour arrangements for each educational component, and incorporates the finalized results into the course syllabi and teaching progress schedules. The same educational objective is assigned different achievement requirements according to the students' learning stages. Once the specific courses commence, the course instructors retrieve the prereviewed red cultural resources according to the course schedule, determine the scope of material utilization based on the course's educational objectives, and integrate the corresponding learning tasks into the existing teaching content. Upon completion of the course tasks, students' learning outcomes are recorded in accordance with the assessment content specified in the schedule, generating relatively uniform educational evaluation results for each course.

At the end of each semester, the teaching and research sections compile the implementation records of the integrated courses, forming course implementation records by major and grade level. The academic affairs department, in conjunction with the student needs questionnaire results, compares the achievement of educational objectives at different stages, and simultaneously updates the course schedule according to the new talent quality requirements arising from the development of new quality productive forces.

4.3. Building diversified practical education platforms to strengthen students' integration of knowledge and action

"Practice is the sole criterion for testing truth." The effectiveness of redculturebased education also needs to be demonstrated through students' participation in real activities and their engagement with practical problemsolving. To this end, colleges and universities can integrate oncampus practical teaching resources with external resources such as local red cultural venues, enterprises, and public institutions, establishing a practical education platform that combines internal and external elements, thereby further enhancing students' ability to integrate knowledge with action. In concrete practice, before the start of each semester, the practical teaching management office solicits from the institution's longterm partner organizations and from various teaching and research sections a list of tasks that students can actually participate in during that semester. The project providers fill out a standardized practical task form, specifying the problems to be addressed, available conditions, completion deadlines, forms of deliverables, and suitable majors and grade levels. After the tasks are submitted, ideological and political teachers determine the red cultural educational content that can be embedded in each task based on the preliminary resource inventory, while subjectspecific teachers assess the knowledge requirements and task difficulty in light of the courses students have already completed. The practical teaching management office then verifies the venues, schedules, and instructors, and the reviewed tasks are directly posted on the platform for selection by students of relevant majors.

After students select a project, subjectspecific teachers form practical groups of 3–5 members based on the students' course learning progress, with one oncampus instructor assigned to each group, and a practical supervisor designated by the project provider. Together, they break the task down into multiple steps,

with each step's completion deadline and required deliverables clearly marked on the task form. Students are required to draw from the previously established red cultural resource inventory to obtain materials corresponding to the project's educational objectives and, in combination with the course content they have already studied, develop an investigation outline. Based on this outline, they enter the practical setting to understand the actual situation, and after completing their investigation records, they work with the instructor to identify the specific problems to be solved, using their professional knowledge to formulate solutions. The project provider then offers revision suggestions based on the actual conditions of use, and students adjust their plans accordingly and produce the final deliverables. Throughout the entire process, investigation materials, interim outcomes, revision records, and guidance comments are simultaneously uploaded to the platform. Upon project completion, the oncampus instructor and the project provider jointly conduct an acceptance review, and the evaluation results are recorded in the relevant practical courses or in the students' comprehensive practice records.

4.4. Improving the collaborative support mechanism to ensure the implementation of educational functions

The integration of red culture into ideological and political education in colleges and universities involves multiple tasks, including resource organization, curriculum implementation, and practical teaching. The realization of this process requires the joint participation of various departments and faculty members, as well as the coordination of funding, venues, and external resources. Therefore, institutions can make unified arrangements for related work based on the resource inventory, integrated course schedule, and practical projects developed in the earlier stages, and improve support conditions from three aspects: management systems, teaching staff, and resource provision.

4.4.1. Improving organizational management and assessment systems

A special task force should be established under the leadership of the Party Committee's publicity department, in collaboration with the School of Marxism, the academic affairs department, various teaching and research sections, and the practical teaching management office, specifically responsible for the annual planning and daily coordination of oncampus redculturebased educational work. Before the start of each academic year, annual tasks are determined based on the resource inventory, integrated course schedule, and practical projects, and each task is assigned to specific departments and responsible instructors. The academic affairs department then develops a work plan based on this, and during the semester, verifies item by item, in accordance with the teaching progress, the implementation of course content, resource utilization, and progress of practical projects. At the end of the academic year, the special task force reviews the completion status of each annual task item by item, and uses students' course performance, practical task completion, and achievement of educational objectives as the basis for adjusting tasks in the following year.

4.4.2. Establishing a faculty development mechanism aligned with teaching tasks

After the integrated courses and practical projects for each semester are determined, teaching departments conduct targeted training for instructors according to the tasks they undertake. Specifically, ideological and political course teachers and subjectspecific course teachers receive supplementary knowledge in new quality productive forces policies and industrial development, and in red cultural connotations and curriculumbased educational methods, respectively. In terms of training methods, the institution regularly organizes relevant

teachers to conduct field visits to local red venues, revolutionary sites, and other settings, where they collect teaching materials on site and gain an understanding of red cultural resources and industrial practices. Teachers responsible for practical projects are required to familiarize themselves with the task requirements and implementation conditions at partner organizations before project initiation. After the training and field visits, teachers teaching the same course or supervising the same project engage in collective lesson preparation activities to uniformly determine resource utilization, teaching content, student tasks, and assessment requirements, and adjust the next round of training and field visit arrangements based on the semester's teaching feedback.

4.4.3. Establishing a resource provision mechanism configured according to educational tasks

Colleges and universities allocate funding, venues, teaching materials, and external cooperative resources in a unified manner according to the annual course arrangements and practical projects. At the beginning of each academic year, teaching departments submit resource requests based on the confirmed courses and practical tasks, specifying the required materials, venues, equipment, budget, and time of use. After institutional review, these requests are incorporated into the annual resource allocation plan. Red cultural materials are managed centrally according to the preliminary resource inventory; when needed for courses, instructors retrieve them according to teaching tasks. On-campus classrooms, laboratory and training facilities, and digital teaching platforms are arranged in a coordinated manner according to the course schedule. External cooperative resources—such as local red venues, enterprises, and public institutions—are registered uniformly by the practical teaching management office and matched according to the practical tasks of each semester. At the end of the academic year, the actual usage of all types of resources is summarized, and allocations are readjusted in light of the following year's course and practical arrangements.

5. Conclusion

Today, the cultivation of new quality productive forces presents a new contemporary challenge for ideological and political education in colleges and universities. As an important resource for ideological and political education in China, red culture's optimization of its educational functions is a key measure in responding to this challenge. Clarifying the new requirements that new quality productive forces impose on red culture-based education, and improving the educational pathways from the perspectives of content, curriculum, practice, and support mechanisms, can help enhance the effectiveness of ideological and political education in higher education institutions, and cultivate high-quality talents with innovative capacity, a sense of responsibility, and firm ideals and convictions for the development of new quality productive forces. In the future, it is necessary to further deepen theoretical research on the integration of red culture and new quality productive forces, and, in light of the distinctive characteristics of different institutions and regional red resources, explore more targeted practical pathways, thereby providing stronger talent support and spiritual motivation for high-quality development.

Funding

2023 Jiangsu University Philosophy and Social Science Research Project "The Contemporary Value of Red Culture and the Study of Faith Education for Post2000 College Students" (Project No.: 2023SJSZ0302)

Disclosure statement

The author declares no conflict of interest.

References

- [1] Fu Y, Yang XY, 2025, Research on Empowering the Integration of Red Culture into College Ideological and Political Education with New Quality Productive Forces, Proceedings of the “Inheriting Chinese Culture, Integrating Innovation and Educating People Symposium” and the 2025 Annual Academic Conference on Educational Theory and Management (Part I), Capital University of Economics and Business, 53–56.
- [2] Chen H, 2025, Dilemmas and Countermeasures of Integrating Red Culture into College Ideological and Political Education in the Context of New Quality Productive Forces. *Qinzhi*, (06): 38–40.
- [3] Li S, 2025, Research on the Smart Knowledge Service Model of Red Literature Resources for College Ideological and Political Education. *Information Science*, 43(06): 113–119.
- [4] Li Z, 2025, Research on Strengthening the Development of College Ideological and Political Education through “Internet + Red Culture”—A Review of Research on the Integration of Red Cultural Resources into College Ideological and Political Education. *Educational Development Research*, 45(10): 2.
- [5] Zeng Y, 2025, Exploring the Deep Integration Path of College Ideological and Political Education and Party Building Work. *Higher Education Exploration*, (S2): 69–71.
- [6] Du BJ, 2025, Exploring the Path of Promoting College Ideological and Political Education Reform with Red Culture. *Higher Education Exploration*, (S2): 75–77.
- [7] Tian Y, 2025, Inheritance of Red Music Culture in College Ideological and Political Education in the Era of Integrated Media. *Higher Education Exploration*, (S2): 114–116.
- [8] Li Y, Chen GL, 2024, The Value Implications, Educational Vision, and Implementation Paths of MicroLecture Teaching in College Ideological and Political Education—Taking the “Xiaohongzhuan” MicroLecture Teaching at Yan’an University as an Example. *Leading Journal of Ideological and Theoretical Education*, (10): 154–159.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.