



Research on the Practical Path of Integrating Red Cultural Resources into Art Courses of Preschool Education Majors in Colleges and Universities

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Abstract: Northern Guizhou boasts profound red cultural resources with outstanding aesthetic education value, which are high-quality local resources for ideological and political education and aesthetic education reform in art courses for preschool education majors in colleges and universities. At present, the integration of Northern Guizhou's red culture into art courses for local preschool education majors generally faces problems including inadequate resource adaptability, unsystematic curriculum integration, deficient teachers' integrated teaching capabilities, single practical carriers, and imperfect evaluation and guarantee mechanisms, which restrict the practical effectiveness of red aesthetic education. Based on this, this paper explores practical paths for the in-depth integration of the two from five dimensions: resource screening, curriculum construction, teacher development, practical empowerment, and evaluation guarantee, to promote the coordinated development of local preschool education and the inheritance and innovation of regional red culture.

Keywords: Red Culture in northern Guizhou ; Preschool Education major ; Art courses; Curriculum-based ideological and political education

1 INTRODUCTION

Red culture constitutes an essential component of China's excellent traditional culture and serves as a vital vehicle for cultivating new generations and inheriting national spirit. Under the guidance of the fundamental task of fostering virtue through education, the construction of curriculum-based ideological and political education in higher education institutions has been continuously deepened, rendering the educational value of red culture increasingly prominent. The state attaches great importance to the educational work of red culture. The Opinions on Implementing the Project for the Inheritance and Development of China's Excellent Traditional Culture explicitly state that "China's excellent traditional culture should be comprehensively integrated into all aspects of ideological and moral education, cultural knowledge education, art and physical education, and social practice education, and run through all fields of education, including early childhood education, basic education, vocational education, higher education, and continuing education"[1]. The Implementation Plan for the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era also proposes "offering undergraduate selective compulsory courses centering on... China's excellent traditional culture, revolutionary culture, and

advanced socialist culture"[2]. Integrating red culture into the entire process of education and teaching at all levels and types, and leveraging its educational value, provides fundamental guidance for the integration reform of curriculum-based ideological and political education and aesthetic education in higher education institutions.

Art courses constitute an important part of the curriculum system for preschool education majors, encompassing fine arts, music, art appreciation, and preschool children's art education. They serve as important vehicles for infiltrating red culture and cultivating students' artistic literacy and patriotism. Northern Guizhou is an important transit area and revolutionary activity region of the Red Army's Long March, boasting abundant red cultural resources. It has formed a red cultural system centering on the Zunyi Conference, the Loushan Pass Victory, and the Four Crossings of the Chishui River, covering material resources such as the Zunyi Conference Site and the Loushan Pass Battlefield, spiritual resources such as the Zunyi Conference Spirit and the Loushan Pass Spirit, and intangible resources such as red ballads and red paper-cutting. These resources provide valuable material support for art course teaching in preschool education majors at higher education institutions.



Local universities shoulder the important mission of cultivating preschool educators with sound artistic literacy and ideological-political literacy. As an important vehicle for cultivating students' aesthetic ability, innovative ability, and humanistic literacy, art courses have become a critical entry point for integrating red culture. However, judging from current teaching practice, the integration of red resources into preschool art courses remains superficial, scattered, and formalistic, making it difficult to fully leverage the educational value of red culture and regional resource advantages. Based on this, this paper systematically reviews the educational value and practical dilemmas of integrating northern Guizhou red cultural resources into art courses for preschool education majors, explores scientifically feasible practical paths, and provides theoretical references and practical support for teaching reform in preschool education majors at local universities, the implementation of red aesthetic education, and the cultivation of applied preschool teachers.

2 SIGNIFICANCE OF INTEGRATING NORTHERN GUIZHOU RED CULTURAL RESOURCES INTO ART COURSES FOR PRESCHOOL EDUCATION MAJORS

(1) Facilitating the Fundamental Task of Fostering Virtue Through Education and Cultivating Students' Ideological-Political Literacy

Northern Guizhou red cultural resources are imbued with profound revolutionary spirit and core values. They constitute important spiritual wealth for cultivating college students' ideals and beliefs, patriotism, and willpower, and exert a positive influence on their worldview, outlook on life, and values.[3] They serve as vivid teaching materials for ideological and political education. Integrating these resources into art courses for preschool education majors dismantles the barrier between professional and ideological-political education, fostering an organic unity between artistic skill development and value guidance. Through engagement with red-themed paper-cutting, songs, and dance, students relive revolutionary history and comprehend revolutionary spirit via artistic creation and appreciation, thereby cultivating qualities such as patriotic commitment, perseverance, and truth-seeking. Meanwhile, by aligning with the professional characteristics of preschool education, students are guided to consider how to transform red culture into art forms that are accessible and engaging for young children, further reinforcing their sense of responsibility to "cultivate talent for the Party and the nation," and thereby fulfilling the fundamental task of fostering virtue through education.

(2) Enriching Course Content and Highlighting Regional Aesthetic Education Characteristics

General Secretary Xi Jinping pointed out that red resources serve as witnesses to the arduous and glorious struggle of the Communist Party of China and constitute the nation's most precious spiritual wealth[4]. The red cultural resources in

Northern Guizhou feature diverse types and prominent artistic attributes. These resources cover tangible cultural carriers, including red revolutionary sites and battle ruins, as well as intangible artistic and literary resources such as red poems, red ballads, revolutionary stories, red intangible cultural heritage, and the classic revolutionary work *The Great Turning Point*. Such resources hold tremendous value for curriculum reform and aesthetic education practice.

At present, the art courses offered for preschool education majors in many universities are plagued by homogeneous teaching content, weak regional characteristics, and insufficient integration of local characteristic resources. Overreliance on universal textbooks fails to align curriculum provision with the demand for high-quality and distinctive talent cultivation in the field of preschool education. Integrating localized red art resources into college courses covering fine arts, music, dance, handicraft creation, and art appreciation can effectively compensate for the deficiencies of traditional curriculum content, enrich classroom teaching resources, and establish a systematic preschool aesthetic education curriculum with distinctive Northern Guizhou regional features. This practice not only strengthens the characteristics and core competitiveness of preschool education majors but also enables students to gain in-depth insights into local red culture, thereby enhancing their cultural confidence and regional cultural identity.

(3) Enhancing Students' Artistic Practice Ability and Meeting the Demands of Preschool Education Positions

The core objective of art courses for preschool education majors is to cultivate students' artistic teaching competencies tailored to early childhood education posts. The integration of red cultural resources into teaching also serves as an effective approach to improving students' artistic practical abilities. In classroom teaching, teachers guide students to explore artistic elements contained in Northern Guizhou red culture and transform these elements into child-friendly art teaching content, including adapting red ballads, designing red-themed children's art activities, and creating simple red dance choreographies. This teaching mode not only cultivates students' capabilities in artistic creation, choreography, and teaching practice, but also allows them to fully understand the characteristics and practical needs of children's art education, realizing the precise docking of professional competencies and job requirements. Furthermore, based on the three-dimensional practical teaching model integrating "learning, exhibition, competition, and training," students can further improve their comprehensive practical abilities through participating in red-themed art exhibitions and cultural study tours, which lays a solid foundation for their future engagement in preschool art teaching practice.

(4) Inheriting Northern Guizhou Red Genes and Empowering Local Cultural Innovation and Development

As critical platforms for cultural inheritance and innovation, higher education institutions undertake the vital mission of inheriting local cultures and cultivating cultural successors. Northern Guizhou red culture constitutes a precious spiritual wealth of Zunyi and the entire Guizhou region. Integrating such



red culture into the art courses of preschool education majors empowers students to become inheritors and disseminators of red culture. Through systematic learning and practical training, students can deeply comprehend the connotation of Northern Guizhou red culture and master its diverse artistic expression forms. When engaging in preschool education work in the future, they can integrate red cultural elements into early childhood teaching practice, thereby realizing the intergenerational inheritance of red genes. In addition, by creating red-themed artworks and conducting red culture publicity activities, students can further expand the influence of Northern Guizhou red culture, facilitate the in-depth integration of red culture with preschool education and art education, and support the high-quality development of local cultural undertakings. Furthermore, this educational practice promotes the active utilization of Northern Guizhou's red cultural resources, enabling red culture to sustain vigorous vitality in the new era.

(5) Cultivating Student Dedication to Rural Education and Local Preschool Education Development

Local universities undertake the responsibility of cultivating application-oriented preschool education talents to boost the high-quality development of early childhood education in Northern Guizhou. The fine traditions of arduous struggle, grassroots dedication, and selfless sacrifice embodied in Northern Guizhou red culture are highly compatible with the professional literacy that qualified preschool educators are expected to possess. Integrating red culture into art courses enables students to deeply understand the revolutionary spirit of predecessors who took root and dedicated themselves to local revolutionary undertakings, thereby fostering their dedication to rural education and strengthening their sense of responsibility and mission to serve local preschool education. Through systematic curriculum practice, students can fully grasp the current development status and practical demands of rural preschool education in Northern Guizhou. They can effectively integrate professional artistic competencies and red cultural connotations into rural early childhood teaching practice, which further facilitates the high-quality development of local preschool education.

3 PRACTICAL DILEMMAS IN INTEGRATING NORTHERN GUIZHOU RED CULTURAL RESOURCES INTO ART COURSES FOR PRESCHOOL EDUCATION MAJORS

(1) Insufficient Resource Adaptability and Lack of Targeted Integration

Northern Guizhou red culture contains abundant artistic materials and profound aesthetic education connotations, which are highly consistent with the training objectives of improving preschool education students' artistic literacy and aesthetic teaching competencies in professional art courses. Such local red resources constitute high-quality materials for the

construction of curriculum-based ideological and political education in preschool education majors. Nevertheless, the current curriculum integration practice at Zunyi Normal University is plagued by inaccurate resource screening and poor professional adaptability, resulting in low targeted effectiveness of teaching integration. At present, the red resources adopted in teaching mainly focus on grand historical events such as the Zunyi Conference and the Loushan Pass Victory, as well as the deeds of revolutionary figures. The resource selection scope is relatively narrow, lacking differentiated screening tailored to the teaching characteristics of diverse art courses, including fine arts, music, handicraft creation, and art appreciation. Against this background, students fail to receive effective training in red resource transformation and art teaching design, leading to a disconnection between red cultural resources, professional art teaching, and preschool teacher training demands.

From the perspective of practical teaching, the deficiencies in resource adaptability are particularly prominent. Most classroom integration practices remain superficial, merely displaying pictures of red revolutionary sites and historical figures without pedagogical and artistic processing of Northern Guizhou red cultural elements in accordance with preschool teachers' post competency requirements. There is a shortage of age-appropriate artistic resources that can support students' subsequent aesthetic education teaching design and practical application. Consequently, students only acquire basic red historical knowledge without mastering effective methods for adapting, designing, and applying red art resources, making it difficult for them to develop professional red aesthetic education teaching capabilities suitable for preschool education posts. Furthermore, classroom integration of red resources is formalistic and lacks depth. Red cultural elements are only sporadically inserted in course introductions and artwork appreciation sessions, with insufficient exploration of the spiritual core and aesthetic value of red culture. The integration of red cultural infiltration with students' professional cultivation in artistic creation, aesthetic appreciation, and curriculum design is inadequate. Such superficial integration separates ideological and political education from professional education, hinders the coordinated improvement of students' red cultural literacy and art teaching abilities, and greatly weakens the practical effectiveness of curriculum integration.

(2) Imperfect Curriculum System and Lack of Systematic Integration

A scientific and standardized curriculum system serves as the institutional foundation for the normalized and in-depth integration of red cultural resources into professional teaching, which directly determines the overall quality and practical effectiveness of red aesthetic education in art courses. At present, a mature and standardized mechanism for red culture integration has not yet been established for the art courses of preschool education majors. The overall resource integration lacks systematicness, integrity, and standardization. The incorporation of red cultural elements remains scattered and arbitrary, which largely relies on teachers' personal teaching experience rather than standardized curriculum design. Red educational connotations have not been systematically



embedded in core teaching links, including curriculum objectives, teaching content, instructional methods, and evaluation systems. This disconnection between red culture and professional teaching makes it impossible to form a mutually supportive and collaborative teaching mechanism.

In terms of curriculum setting, no specialized red culture art courses or thematic modules have been developed in combination with the professional characteristics and comprehensive development needs of preschool education students. The proportion of red cultural content in existing art courses is relatively low. Meanwhile, red teaching content in music, fine arts, handicraft, and other art courses is isolated from each other, failing to form cohesive educational synergy. In addition, curriculum content updating lags behind the development of local red culture. The latest academic research achievements and literary and artistic creations of Northern Guizhou red culture, such as The Great Turning Point, have not been fully incorporated into teaching practice, resulting in outdated teaching content and an insufficiently diverse red resource system.

(3) Deficient Teacher Literacy and Inadequate Integration Capabilities

Teachers are the core force for integrating red cultural resources into curriculum teaching, and their red cultural literacy and curriculum integration capabilities directly determine the effectiveness of educational practice. Currently, many art teachers for preschool education majors have prominent deficiencies in red cultural cognition and integrated teaching competencies. In terms of cultural literacy, their understanding of the historical background, spiritual connotation, and artistic elements of Northern Guizhou red culture remains superficial. Most teachers are only familiar with well-known historical events such as the Zunyi Conference and the Loushan Pass Battle, but lack in-depth cognition of the regional spiritual connotation and intangible red cultural resources, including red ballads and red paper-cutting. This makes it difficult for them to accurately interpret the educational value of red resources and guide students to comprehensively understand and inherit the red spirit.

In terms of teaching capabilities, most teachers still adopt traditional indoctrination teaching methods and lack the ability to conduct in-depth instructional design and practical teaching integrating red culture and professional art skills. They are unable to integrate red cultural elements into art skill teaching in a natural and vivid manner, resulting in formalistic integration that fails to stimulate students' learning initiative. Moreover, some teachers have an inaccurate grasp of post requirements for preschool education practitioners, which restricts the effective integration of red culture with frontline early childhood art education practice.

(4) Weak Practical Platforms and Single Integration Carriers

Practical platforms and activity carriers are essential guarantees for implementing red cultural education in art teaching and cultivating preschool students' aesthetic teaching competencies. The utilization efficiency of practical resources fundamentally determines the educational effectiveness of curriculum

integration. Universities are equipped with complete on-campus facilities for art training and exhibitions, while Northern Guizhou boasts abundant off-campus red practical resources, including red memorial halls, revolutionary sites, and aesthetic education bases, forming a solid foundation for red education. However, these high-quality resources have not been fully utilized in the art teaching of preschool education majors. On-campus art practice platforms are mainly applied to professional skill training, with low utilization frequency for students' red aesthetic education training, red art choreography, and teaching design drills, which fails to give full play to the educational value of on-campus resources.

In terms of off-campus resource application, university cooperation with local red cultural venues and education bases is limited to superficial visits and short-term study tours. There is a lack of normalized, project-based practical teaching mechanisms and in-depth participation channels for preschool education students, such as red aesthetic education practice and curriculum research and development. Off-campus red resources cannot be effectively transformed into high-quality teaching resources for preschool teacher training. In addition, existing practical carriers are single and insufficiently innovative. Practical activities are mainly confined to traditional forms such as red painting and red chorus, lacking targeted practices tailored to preschool teacher training, including red art choreography, simulated children's red aesthetic education classrooms, and red cultural creative design. This not only fails to mobilize students' practical enthusiasm, but also restricts the improvement of their capabilities to transform red culture into age-appropriate art teaching content for young children.

(5) Imperfect Evaluation Mechanism and Insufficient Educational Guarantees

A sound evaluation mechanism is a crucial institutional guarantee for the long-term and stable integration of red culture into curriculum teaching. At present, universities have not established targeted and standardized evaluation systems for red culture integrated teaching. In terms of student evaluation, the assessment system overemphasizes students' professional art skills while neglecting the evaluation of their red cultural literacy, red art creation capabilities, and ideological and political accomplishment, which cannot fully reflect the actual effectiveness of integrated teaching. Moreover, evaluation methods are relatively single, dominated by summative assessment without effective process evaluation and comprehensive assessment. This makes it difficult to identify problems in the integration process and mobilize students' enthusiasm for participating in red art practical activities.

In terms of teacher evaluation, the imperfect evaluation and incentive mechanism for red culture integrated teaching leads to low teacher initiative in participating in curriculum teaching reform, which hinders the in-depth development of integration practice. Meanwhile, insufficient special funds and resource support from universities further restrict the continuous advancement of red culture integrated teaching.

4 PRACTICAL PATHS FOR INTEGRATING



NORTHERN GUIZHOU RED CULTURAL RESOURCES INTO ART COURSES FOR PRESCHOOL EDUCATION MAJORS

(1) Precisely Screening Adaptable Resources to Construct a Professional Red Aesthetic Education Resource System

To improve the targeted adaptability and practical effectiveness of red culture integration, it is essential to establish a standardized and professional screening and transformation system for Northern Guizhou red resources based on preschool teacher training objectives and the differentiated teaching characteristics of fine arts, music, handicraft, art appreciation, and other courses. Universities should fully explore local red cultural resources, strengthen campus publicity and school-based curriculum development, and expand the depth and breadth of professional teaching content.[5] It is necessary to systematically sort out regional red cultural resources and break the traditional resource selection limitation that overemphasizes major historical events and revolutionary figures. Priority should be given to excavating lightweight, artistic, and educational red resources, including local red ballads, red paper-cutting art, revolutionary children's stories, and red-themed art murals, so as to build classified red resource libraries adapted to different art courses.

In accordance with preschool teacher's post-competency requirements for aesthetic education teaching, original red resources should be processed and transformed in pedagogical, child-friendly, and artistic dimensions. Adaptable teaching materials suitable for students' artistic creation, curriculum design, and aesthetic education teaching research should be extracted, abandoning obscure historical content that is disconnected from preschool teaching reality. Furthermore, universities should deepen the exploration of red cultural connotations and eliminate superficial integration methods such as picture display and historical narration. By deeply excavating the spiritual core and aesthetic value of Northern Guizhou red culture, teachers can integrate red cultural infiltration with students' professional cultivation in art appreciation, artistic creation, and curriculum design. This realizes the coordinated cultivation of students' red cultural literacy and preschool art teaching capabilities, and effectively improves the targeted and practical effectiveness of curriculum integration.

(2) Optimizing Top-Level Curriculum Design to Build a Systematic Teaching Framework

To solve the problems of scattered, fragmented, and unsystematic red culture integration, universities should optimize the top-level design of talent cultivation and construct an all-round and integrated red art curriculum education system. First, the aesthetic education objectives of Northern Guizhou red culture should be systematically incorporated into the talent cultivation plan, curriculum syllabus, and teaching standards of preschool education majors. Red educational elements should run through the entire teaching chain, covering curriculum objectives, teaching content, instructional methods, and teaching evaluation, so as to transform random and scattered

integration into standardized and normalized professional teaching integration.

Second, optimize the overall curriculum structure. In accordance with the professional development needs of preschool education majors, universities can set up thematic red art teaching modules and characteristic elective courses, and increase the proportion of red aesthetic education content in existing art courses. Targeted teaching modules such as Northern Guizhou red paper-cutting, red ballad adaptation, and red children's dance choreography can be added to realize full-process infiltration of red culture in professional teaching. Universities should coordinate the red teaching content of different courses, including music, fine arts, handicraft, and art appreciation, form logical connections and gradient designs between courses, break fragmented teaching barriers, and build collaborative educational synergy.

Finally, establish a dynamic curriculum content updating mechanism. Timely absorb the latest academic research achievements of Northern Guizhou red culture and new literary and artistic works represented by The Great Turning Point, continuously enrich teaching content, and update red aesthetic education cases. This can effectively solve the problems of outdated curriculum content and single resource types, and constantly improve the localized and characteristic red art curriculum system.

(3) Strengthening Faculty Development to Improve Bidirectional Integrated Teaching Capabilities

Teachers' comprehensive quality and integrated teaching capabilities are the core guarantee for the in-depth integration of red culture and art courses. It is imperative to build a normalized teacher training system to comprehensively improve art teachers' cultural literacy and curriculum integration capabilities. On the one hand, carry out specialized red literacy training. Organize art teachers to systematically study Northern Guizhou's red history, spiritual connotation, and local red intangible cultural heritage resources, with a focus on the educational value of characteristic resources such as red ballads and red paper-cutting. This can fill teachers' gaps in local red cultural knowledge and help them accurately grasp the core connotation and teaching entry points of red aesthetic education resources.

On the other hand, carry out normalized curriculum ideological and political research, red aesthetic education open classes, and teaching case seminars. Guide teachers to innovate traditional indoctrination teaching modes and explore immersive, situational, and project-based integrated teaching methods, so as to enhance their capabilities in instructional design and practical classroom teaching for deep integration of red culture and art skills. Meanwhile, teachers are encouraged to thoroughly study the industry standards and post requirements of preschool education, accurately grasp the development demands of children's aesthetic education, and realize precise docking between red art teaching and preschool teacher competency cultivation. This ensures that red cultural integration conforms to professional education orientation and improves the professionalism and practicality of integrated teaching.



(4) Revitalizing Diverse Practical Resources to Enrich Curriculum Integration Carriers

Revitalizing high-quality on-campus and off-campus practical educational resources and enriching innovative practical carriers are key measures to strengthen the practical effectiveness of red aesthetic education. Universities should integrate existing educational platforms and resources to build a multi-level and all-dimensional red art practical education system. In terms of on-campus resource utilization, optimize the opening and management mechanism of art training and exhibition platforms, allocate professional practical resources rationally, and increase resource and venue support for students' red aesthetic education practice. Relying on on-campus art platforms, universities can carry out normalized specialized practical activities, including red art choreography, red aesthetic education teaching design drills, and red-themed artwork exhibitions, to fully release the educational value of on-campus red resources.

In terms of off-campus resource development, universities should deepen in-depth cooperation with local red memorial halls, revolutionary sites, and aesthetic education bases, and transform the single visiting and study-tour cooperation mode into normalized, project-based practical teaching cooperation. Diversified in-depth practical projects can be launched, such as red art creation, children's red aesthetic education curriculum research and development, and red cultural publicity activities. This enables students to participate in professional red education practice and effectively transforms off-campus red resources into high-quality teaching resources for preschool teacher training. In addition, universities should innovate practical activity forms, break the limitations of traditional red song singing and red painting activities, and add practical projects matching preschool education post demands, including red cultural creative design, simulated children's red aesthetic education classrooms, and red art micro-course production. Such measures can fully mobilize students' practical enthusiasm and effectively cultivate their capabilities in red resource transformation and preschool aesthetic education teaching.

(5) Constructing Diversified Evaluation Mechanisms to Consolidate Curriculum Integration Guarantees

A scientific evaluation and guarantee system is an important institutional support for the sustainable integration of red culture into art courses and the high-quality development of aesthetic education and curriculum ideological and political construction. Universities should build a whole-process, all-round, diversified comprehensive evaluation system and improve supporting guarantee mechanisms to underpin the in-depth integration of red culture and professional art teaching. At the student evaluation level, abandon the single summative evaluation mode centered on art skill assessment, and construct a three-dimensional evaluation system covering professional skills, red cultural literacy, and practical capabilities. Incorporate students' red cultural cognition, red art creation achievements, red aesthetic education teaching design, and practical training performance into the evaluation system, and combine process evaluation with summative evaluation to comprehensively assess students' comprehensive professional quality.

At the teacher evaluation level, improve the evaluation and incentive mechanism for red curriculum integrated teaching. Take red aesthetic education teaching reform, red curriculum research and development, and high-quality red classroom construction as important indicators of teachers' teaching assessment and excellence evaluation, so as to fully mobilize teachers' initiative and enthusiasm in carrying out red culture integrated teaching reform. Meanwhile, universities should increase special funds, teaching resources, and research platform support, optimize the supporting guarantee system for red aesthetic education teaching, and continuously promote the in-depth and sustainable integration of Northern Guizhou red cultural resources into art courses for preschool education majors, thereby improving the collaborative educational quality of aesthetic education and curriculum ideological and political education.

5 CONCLUSION

Northern Guizhou's red cultural resources are high-quality regional educational resources with profound aesthetic and educational value. The systematic integration of such resources into art courses for preschool education majors is an essential approach for universities to implement the fundamental task of fostering virtue through education, deepen aesthetic education reform, and promote high-quality curriculum-based ideological and political education in the new era. It is also an inevitable requirement for cultivating high-quality grassroots preschool teachers and serving the sustainable development of local preschool education. At present, the integration of red culture into preschool art courses still faces multiple practical dilemmas, including insufficient resource adaptability, unsystematic curriculum systems, inadequate teacher integration capabilities, single practical carriers, and imperfect evaluation guarantees.

Universities should fully leverage regional red resource advantages and adhere to the professional orientation of preschool education talent cultivation. Through precise screening of adaptive red aesthetic education resources, construction of systematic curriculum systems, improvement of teachers' integrated teaching capabilities, revitalization of diverse practical platforms, and optimization of comprehensive evaluation and guarantee mechanisms, universities can effectively resolve the bottlenecks of integrated education. This study constructs a localized, distinctive, and normalized red aesthetic education teaching model, promotes the full infiltration of Northern Guizhou red genes throughout the entire talent cultivation process, and cultivates high-quality preschool teachers with profound red sentiments, solid professional competencies, and firm dedication to rural education. The research findings can provide solid talent support for improving the quality of local preschool aesthetic education and realizing the inheritance and innovative development of regional red culture.

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