



Exploration of the application of red culture in film art research

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ABSTRACT

This paper analyzes the current situation of the integration of red culture into the

artistics, including the interdisciplinary nature of teaching, the integration of various forms of political ideology culture and film, and the integration of filmic innovation. At the same time, it clarifies the contradictions that may occur in the process of integration, such as students' low interest in red culture, lack of corresponding teaching methods and the limitation of political ideology culture on filmic expression. This paper holds that schools can improve students' interest in red culture, establish appropriate teaching methods, and integrate red culture with students' expression. This paper emphasizes the influence of this integration on the enhancement of students' political ideology consciousness, the inheritance of the spirit of red culture, and the influence of drawing creative inspiration from it.

Keywords: red culture ;artistics; application

1 INTRODUCTION

1.1 Research background

The red culture contains rich spiritual connotation and value of the times, which is a powerful resource for integrating film teaching. Traditional film education focuses on skills and performance, but pays little attention to students' political ideology education. On this basis, it is important to study how to integrate red culture into film teaching. The red culture emphasizes the leadership, the core values of socialism, the Chinese dream and so on. These ideas have important guiding significance for cultivating filmic talents with international competitiveness. By combining red culture with film teaching, students' political consciousness can be greatly improved.

1.2 Research significance

Red culture is a unique cultural resource in China. Integrating it into film instruction can enrich the course content, enable students to better understand socialism with Chinese characteristics, and stimulate their patriotic feelings. The integration of red culture can enhance students' awareness of spirit and improve their sense of social responsibility. The red culture emphasizes innovation and reform, which has a lot in common with filmic creation. The integration of the two can cultivate students' innovative spirit and make them more competitive. By integrating red culture into film teaching, we can better inherit and carry forward this culture, benefit more people, and provide more support for the construction of socialist core values.

2 THE CURRENT SITUATION OF INTEGRATING RED CULTURE INTO CINEMA INSTRUCTION

2.1 Interdisciplinary nature of teaching

In today's society, the importance of interdisciplinary education is increasingly emphasized. As a discipline that covers a variety of cinema forms and creative methods, cinema has a natural interdisciplinary potential with political ideology courses. The cinema can integrate red culture into it through interdisciplinary methods, so that students can better understand the core values of the party and socialism with Chinese characteristics. As a way of expressing thoughts and emotions, cinema can convey

the connotation of red culture through painting, music, drama, dance and other forms. A vivid example is that painting can express the red spirit through images, music can convey the core values of socialism through melody, and drama can tell the story of the Chinese dream through stage performance. This diverse form of filmic expression provides a wide range of choices and creative space for integrating red culture into the cinema.

2.2 A variety of political ideology culture and cinema forms

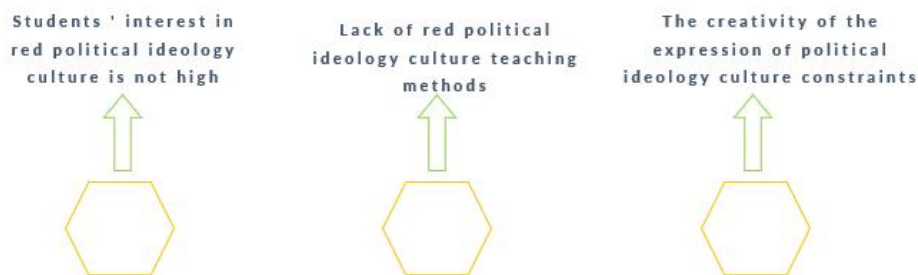
This not only makes students have fun in filmic expression, but also promotes the improvement of their political ideology level. Through the discussion of interdisciplinary, various forms of political ideology culture and cinema, and the integration and innovation of cinema, we can see the great potential of integrating red culture into the cinema. This integration helps to improve the quality of cinema. At the same time, it also helps to inherit and carry forward the red culture and promote the spread of the core values of socialism with Chinese characteristics.

2.3 cinema fusion innovation

The integration of cinema and red culture is the world of innovation, because the red culture itself emphasizes reform, innovation and progress. There is a natural connection between the two, which can complement each other and stimulate each other. Through the integration of cinema and political ideology education, students' innovative potential can be fully released. As a medium to express and convey ideas, cinema provides a unique platform for students to express their understanding of socialist core values through various cinema forms such as painting, music, dance and drama. Students can present their emotions to the country, society, people and other aspects through their own works, which can arouse the resonance and thinking of the audience. This creative process not only cultivates students' creative thinking, but also exercises their ability to solve problems. A vivid example is that students can express the 'civilization' and 'harmony' in the socialist core values through painting. They can create creative works that show scenes of 'civilization' and 'harmony', or ideas of fairness and justice. Through this kind of creation, students can not only internalize these core values into their own thoughts, but also pass them to the audience through cinema works, triggering more people's recognition and practice of these values. Drama performance is also an important way to cultivate students' innovation and expression ability. Students can show the heroic deeds and spiritual core in the red culture through drama deduction. They can arrange their own scripts, play different roles, and convey their admiration and understanding of heroes through performance. This kind of drama performance not only cultivates students' expression ability, but also enhances their feelings and understanding of red culture.

3 THE CONTRADICTION OF INTEGRATING RED CULTURE INTO CINEMA INSTRUCTION

The contradiction of integrating red political ideology culture into instruction



3.1 Students' interest in red culture is not high

Students' interest in red culture is not high, which is a problem that needs to be seriously dealt with in the cinema that integrates red culture. Red culture is the core concept of socialism with Chinese characteristics, which has profound historical background and value connotation. However, in the cinema, students often show low interest in this culture. This may be because students think that the red culture is not directly related to the cinema major they have learned, or because of the lack of a deep understanding of this culture, it is difficult to resonate. In the face of this contradiction, educators and educational institutions need to take a series of measures to stimulate students' interest in red culture. The red culture can be more attractive by introducing vivid cases and vivid stories. These cases and stories can help students better understand the cultural connotation, but also stimulate their curiosity, so that they are more willing to explore. The use of multimedia materials is also an effective means to increase interest, because images, audio and video can vividly show the rich content of red culture. Teachers can encourage students to express their understanding and emotion of red culture through filmic creation. This method not only combines students' personal expression ability with the red culture, but also increases their personal experience of the culture. Students can express the core values of red culture through various cinema forms such as painting, music, dance and drama. This creative process will help students understand the culture more deeply, and also improve their participation and enthusiasm. In order to further improve students' interest in red culture, culture and filmic creation can be more closely combined. A clear example is to organize students to participate in red-themed cinema projects or competitions, so that they can feel the influence of red culture in practice. Such activities can stimulate students' sense of competition and enthusiasm for

creation, and also help to convey cultural values. Solving the problem of students' low interest in red culture requires many efforts. Through the combination of vivid cases, multimedia materials, filmic creation and practical activities, students' interest can be stimulated, so that they can better understand and accept the red culture. This kind of education will help to cultivate filmic talents with high cultural literacy and social responsibility, and also help to inherit and develop the core values of red culture.

3.2 Lack of red culture teaching methods

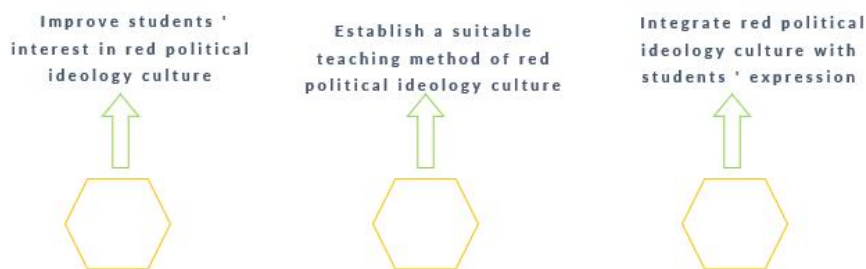
In the cinema instruction that integrates the red culture, in the face of the contradiction of the lack of corresponding teaching methods, we need to actively seek innovation and research to ensure that this culture can be fully reflected in cinema. The cinema has always focused on the cultivation of skills and the stimulation of creativity, usually relying on traditional teaching methods and courses. However, in order to integrate the red culture into this field, a more comprehensive method is needed so that students can understand and internalize the core values of this culture. The lack of this method may lead teachers and students to feel overwhelmed when dealing with new teaching tasks. On this basis, we need to conduct in-depth discussion and research on how to effectively integrate red culture into the cinema. Educational institutions and schools can actively support teachers to participate in relevant research projects to develop and test red culture teaching methods suitable for the field of cinema. These research projects can help teachers better understand how to combine cinema creation and political ideology education to meet the needs of students. By sharing experiences and best practices, teachers can learn from each other and improve the overall teaching level. At the same time, teachers can actively explore various teaching methods, including project-driven learning, interdisciplinary teaching and practical teaching. These methods can help to combine red culture with cinema instruction closely and create more innovative and affinity educational experience. A striking example is that through project-driven learning, students can participate in cinema projects with the theme of red culture, gain practical experience and skills, and better understand the core content of culture. Interdisciplinary teaching can integrate red culture with other disciplines to create a more comprehensive educational experience. Practical teaching can enable students to apply their knowledge and skills in the real environment and enhance their understanding and feelings. Training teachers and providing professional support are also the key to solve this problem. Teachers need to constantly improve their education level, understand how to integrate red culture into film, and how to guide students to better understand this culture. At the same time, providing professional support, such as teaching materials, curriculum design and evaluation methods, can help teachers better implement this teaching task.

3.3 The creativity of the expression of political ideology culture constraints

In the cinema, it has always been an important task to encourage students to exert their creativity and express their thoughts and emotions. However, in the teaching process of integrating red culture, students may feel constrained because the core values of this culture may limit certain themes or expressions. This contradiction needs to be handled carefully in teaching to ensure that students can not only play a creative role, but also convey the core information of the red culture. One way to solve this contradiction is to balance the relationship between creativity and core values. By guiding students to think about how to express their ideas within the framework of the red culture, teachers can help students understand how to combine their thoughts and emotions with this culture. This includes exploring diverse ways of expression, such as painting, music, dance, drama, etc., to create works that are compatible with the red culture. This method helps students better understand and convey the core values of culture, and also provides them with a broader creative space. Students also need to understand that while expressing creativity, they should respect and safeguard socialist core values. This does not necessarily conflict with the freedom of creation, but requires them to take social responsibility into account in filmic creation. Students should understand that their works may be widely disseminated, so when expressing their views, they should take into account the overall values of society. This means that they need to think about how to coordinate with the core points of the red culture in their creation, so as to better convey the connotation of this culture. Educational institutions and schools can also provide students with more guidance and resources to help them better understand and convey the core values of the red culture. This can include rich textbooks, case studies and discussion opportunities to stimulate students' in-depth thinking and creative expression. Encouraging students to participate in the promotion and practice of socialist core values can help them better understand the practical significance of this culture. To solve the problem of political ideology culture restricting creativity, it is necessary to balance the relationship between creativity and core values. Teachers' guidance and students' understanding are crucial to ensure that students can convey the core information of red culture in filmic creation while exerting their creativity.

4 TARGETED MEASURES FOR INTEGRATING RED CULTURE INTO CINEMA INSTRUCTION

Targeted measures for integrating red political ideology culture into instruction



4.1 Improve students' interest in red culture

It is an important task to improve students' interest in red culture. Especially in today's educational environment, it is very important to stimulate students' interest and active participation. Schools can take a series of effective measures to deal with the problem of students' low interest in red culture, so as to better convey the core values of this culture. Schools can develop diversified teaching materials to attract students' interest. These textbooks should cover the history of red culture, related stories, success stories, and film. The design of the textbook needs to be lively and interesting, fascinating, and can arouse students' curiosity and interest. Through rich pictures, multimedia materials, interactive content, etc., students can be more willing to learn and understand this culture. Through these interactive activities, students can be more deeply involved in the study of red culture, rather than just passively accepting knowledge. A clear example is that simulation exercises can allow students to experience important events in the red culture and enhance their emotional connection. Group discussion can encourage students to think and communicate in depth and form a deeper understanding. On-the-spot investigation can combine theoretical knowledge with practical application, and help students better understand the practical significance of red culture. Schools can encourage students to participate in social practice projects and experience the practical application of red culture. By participating in volunteer activities, community services, cultural heritage and other projects, students can understand the importance of these values more deeply, and establish personal experience and emotional connection to the red culture. This kind of practical participation not only enables students to integrate theory with practice, but also cultivates their sense of social responsibility and mission, and further improves their recognition of red culture. It takes many efforts to improve students' interest in red culture. Through the development of diversified teaching materials, attractive teaching activities and social practice projects, schools can stimulate students' interest and make them more deeply understand and accept the red culture.

4.2 Establish a suitable teaching method of red culture

The lack of relevant teaching methods may make it difficult for students to deeply understand and accept the core values of this culture, so it is necessary to solve this contradiction through various efforts. Schools can provide special training for cinema teachers to better understand the red culture and master relevant teaching methods. This training should include the history, important events, core values and other contents of the red culture, so as to help teachers establish a solid theoretical foundation. The training should also focus on interdisciplinary teaching and educational innovation, so that teachers can organically combine red culture with cinema disciplines to provide a richer and more diverse educational experience. At the same time, schools need to develop textbooks and resources suitable for red culture education to help teachers better teach this culture. These textbooks should include rich case studies, practical projects and interdisciplinary teaching methods. The case analysis can help students to understand the important events and core figures of the red culture, so as to better understand its connotation. Practical projects can enable students to apply theoretical knowledge to practice and enhance their personal experience and practical operation ability. The interdisciplinary teaching method can integrate the red culture with other disciplines, create a more comprehensive educational experience, and enable students to better understand the multidimensionality of culture. Schools can also actively cooperate with experts and educators in the field of political ideology education to jointly study how to effectively integrate red culture. These experts can provide valuable advice on teaching methods and best practices to help schools better solve problems that may arise in the educational process. This cross-domain cooperation helps to integrate the professional knowledge in the field of political ideology education and the educational practice in the field of cinema, and provides more comprehensive support for the education of red culture. Establishing a suitable teaching method of red culture requires many efforts in the field of cinema. Through teacher training, textbook development, interdisciplinary teaching and interdisciplinary cooperation, schools can better meet the needs of students and teachers, and ensure that red culture can be organically integrated into cinema.

4.3 Integrate red culture with students' expression

The integration of red culture and students' creative expression in cinema involves the contradiction between balance and freedom, tradition and innovation. To solve this problem, it is necessary to create an open environment for students, encourage them to express themselves in a variety of ways, and maintain respect for the core values of red culture. Teachers should actively encourage students to express red culture in different ways in educational practice. The field of cinema itself is a diversified field, covering painting, music and other cinema forms. On this basis, schools can provide students with a wealth of choices so that they can create in the cinema field they are good at and love. Through multiple filmic expressions, students can better integrate the core values of red culture into their own creation, so as to achieve a deep understanding and communication of this culture. At the same time, schools also need to create an environment that encourages students to create freely, allowing them to create

without being bound. This kind of free creation environment can stimulate students' creativity and let them express their true feelings and thoughts. The school can provide open studios, laboratories and venues to provide students with a platform for display and expression. Such an environment will help students better practice the combination of red culture and creative expression. However, contrary to free creation, it is the respect for the core values of red culture. Teachers should emphasize the core points of culture when guiding students, so that students can understand the values and significance of this culture. At the same time, teachers can provide guidance and feedback to help students better understand how to integrate these core values into their creation. This kind of guidance can help students better balance the relationship between free creation and cultural inheritance, and ensure that creation has both personality and core values. The integration of red culture and students' creative expression needs to create an open environment, encourage diversified expressions, and maintain respect for core values. Through the organic combination of various cinema forms, free creation and cultural inheritance, red culture and cinema can be better combined, so that students can not only obtain high-quality political ideology education, but also realize creativity and free expression in the field of cinema.

5 THE INFLUENCE OF THE INTEGRATION OF RED CULTURE INTO CINEMA INSTRUCTION

5.1 greatly enhance students' political ideology awareness

Political ideology consciousness refers to students' thinking and cognition of the country, society, people, culture and other aspects, as well as their understanding and experience of core values. As a medium to express and convey ideas, cinema has unique advantages and can profoundly affect students' political ideology awareness. When integrating into the teaching of red culture, students can understand the connotation of this culture more deeply. Through filmic creation, students can more vividly feel the charm of these values and think deeply about their role in social development and personal life. cinema works can concretize abstract concepts through emotion, imagination and expression, making it easier for students to understand and accept these values. At the same time, through the creation of works of cinema, students can think and express their understanding of the socialist core values. Filmic creation is a way to express thoughts and emotions freely. Students can express their unique perspective on core values with the help of various cinema forms, such as painting, music, drama and dance. This expression process not only helps students better understand these values, but also strengthens their political ideology awareness. Through creation, students can gradually form their own values, practice these values more consciously, and contribute their own strength to the harmony and progress of society. Compared with traditional political ideology education, political ideology education is more likely to resonate with students through filmic means. cinema works often have the power of emotional resonance, which can touch people's hearts and trigger thinking. Through the works of cinema, students can feel the warmth and strength of the red culture, so as to realize the importance of this culture more deeply. cinema works are not only the transmission of knowledge, but also the communication of emotions. They can stimulate students' emotions towards the country, society and people, and cultivate a more positive political ideology consciousness. The teaching of integrating red culture has greatly enhanced students' political ideology awareness in the field of cinema. Through filmic creation, students can understand the connotation of this culture more deeply, think and express their understanding of core values, and at the same time, they are more likely to have emotional resonance and stimulate positive political ideology awareness. This kind of education method not only helps students' all-round development, but also helps the inheritance and development of red culture, and makes greater contributions to social harmony and progress.

5.2 Inheriting the spirit of red culture

The cinema instruction integrating red culture plays a significant role in inheriting the spirit of this culture. Red culture not only includes historical events and core values, but also contains rich heroic deeds, lofty emotions and selfless dedication to the people. These spiritual cores are the precious wealth of socialism with Chinese characteristics. Through the creation and expression of filmic works, they can be better inherited and carried forward. Through the creation of cinema works, students can deeply explore and express the heroic deeds in the red culture. cinema works can vividly reproduce the historical events and the image of heroes, through painting, music, drama and other cinema forms, so that these heroic deeds become more vivid and touching. Through creation, students can deeply understand the fearless spirit and perseverance of heroes, and feel their selfless dedication to the nation, the country and the people. This creative process not only helps students to have a deep understanding of history, but also conveys these heroic deeds to a wider society, inspiring more people to advocate these noble spirits, inherit and practice these values. At the same time, the creation of works of cinema also helps to express the lofty emotions in the red culture. This kind of emotion includes deep love and firm belief in the country, the people and the socialist concept. Through filmic creation, students can express these emotions, transform their inner feelings into works of cinema, and make the audience feel the same. This kind of emotional expression helps to convey the emotional value of red culture, enhance people's cultural identity, and also stimulate more people's recognition and support of national and socialist values. By learning the history and spirit of the red culture, students can benefit for life, not only have a positive impact on society, but also actively practice these values in daily life. This kind of inheritance not only stays in the students' creative works, but also is internalized in their thoughts and behaviors. Students can integrate the core values of red culture into their lives and work, adhere to the values of integrity, fairness, justice and friendliness, and contribute their strength to the harmony and progress of society. This lifelong benefit of values education will continue to affect the growth and development of students, and cultivate more social responsibility and mission of citizens. The cinema instruction integrating red culture helps to inherit the spirit of this culture. Through the creation of filmic works, students can dig deeper and express their heroic deeds and lofty emotions, pass these spiritual cores to a wider society, and inspire more people to inherit and practice these values.

5.3 Draw creative inspiration from the red culture

The integration of red culture provides valuable inspiration and materials for their filmic creation. This creative inspiration comes from the rich elements of red culture, including touching heroic deeds, inspiring historical background and unique ideological system. Many heroic deeds in the red culture provide students with a rich source of creative inspiration. These heroic deeds include the life experiences of great leaders such as Mao Zedong and Deng Xiaoping, as well as the stories of the heroic struggle of ordinary people. Students can draw inspiration from these deeds and create works of cinema with strong emotional and social responsibility. Through the expression of cinema, they can convey these heroic deeds to the audience and stimulate people's respect and admiration for the great and ordinary heroes. At the same time, the historical background of red culture also provides unique materials for students' filmic creation. The development of socialism with Chinese characteristics is full of twists and turns and brilliance. This historical background can be one of the inspirations for students' creation. Students can show the magnificent picture of socialist construction and express their love and pride for the country and the nation through cinema forms such as painting, sculpture and photography. This kind of creation not only helps students to understand the history of China's socialist development more deeply, but also conveys this history to the audience through the form of cinema, triggering their thinking and cherishing of national history. The unique ideological system in the red culture also provides rich ideological materials for students' filmic creation. The socialist core values, such as prosperity, democracy, civilization and harmony, can be the theme of students' expression. Through the expression of cinema, students can convey the connotation of these values, encourage the audience to practice these values, and promote the harmonious development of society. This kind of creation not only helps students better understand these core values, but also guides the society to practice these values more actively and promotes the progress of social civilization. The cinema integrated into the red culture helps students draw creative inspiration from it. This culture contains many wonderful stories, rich historical background and unique ideological system, which provides rich materials and inspiration for students' filmic creation. Through the way of cinema, students can transform these inspirations into unique and contemporary works of cinema, which not only enriches the connotation of filmic creation, but also helps to convey the red culture to a wider audience.

6 CONCLUSION

This paper analyzes the exploration of integrating red culture into film education. This paper holds that it is of great significance to integrate red culture into film teaching. The red cultural tradition of China is the precious spiritual wealth of the Chinese nation. Integrating it into film education can improve students' political ideology awareness, inherit the red cultural spirit, and provide a steady stream of inspiration for students' creation. This has far-reaching significance for carrying forward the national spirit and cultivating the social responsibility of film students. At the same time, the current situation of the integration of red culture into the teaching of film shows that the interdisciplinary and diverse forms of political ideology culture and film and the innovation of film integration have begun to take shape. This provides a solid foundation for integration, but it also exposes students' low interest in red culture, lack of corresponding teaching methods and constraints of political ideology culture on creation. Schools need to improve students' interest in red culture through various ways, such as organizing red cultural practice activities and carrying out creative competitions on the theme of political ideology culture. At the same time, it is necessary to establish a suitable teaching method of red culture, including the use of interdisciplinary teaching mode, combined with red history, cultural heritage and filmic creation. Students should be encouraged to integrate red culture with personal expression, give full play to the creativity of film, and make political ideology culture the source of inspiration for their creation. The integration of red culture into the teaching of film will have a profound impact.

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