

VALUE AND PATH OF INTEGRATING RED CELEBRITY STORIES FROM LINGNAN TRADITIONAL VILLAGES INTO IDEOLOGICAL AND POLITICAL EDUCATION IN UNIVERSITIES

Wei Tang*, BaiChuan Dai, Yi Cao, JiaMei Yuan

School of Tourism and Historical Culture, Zhaoqing College, Zhaoqing 526061, Guangdong, China.

Corresponding Author: Wei Tang, Email: angletw@aliyun.com

Abstract: This paper explores the value and implementation pathways of integrating red cultural stories of renowned figures from traditional Lingnan villages into ideological and political education in higher institutions. The study argues that this initiative can enrich educational content, enhance teaching engagement, and inspire students to inherit revolutionary traditions, strengthen cultural confidence, and uphold ideals and convictions. Proposed approaches include developing specialized courses, organizing field studies, establishing digital platforms, and innovating practical activities to facilitate the creative transformation of red resources, thereby improving educational outcomes and infusing ideological education with regional cultural and historical depth.

Keywords: Lingnan traditional villages; Celebrity stories; Ideological and political education; Value and path

1 INTRODUCTION

In the era of globalization and informatization, students' ideological diversification and individualization have become increasingly evident, bringing unprecedented challenges to ideological and political education in universities[1]. At present, ideological and political education in higher education faces the problem of how to strengthen students' political awareness, enhance their sense of social responsibility, and cultivate their historical mission[2]. Red culture, as an important component of China's revolutionary history, is characterized by profound ideological, historical, and educational values, serving as a powerful tool to enhance students' ideological and political consciousness[3]. Lingnan, as one of the birthplaces of the Chinese revolution, gave rise to numerous revolutionary martyrs and red celebrities whose deeds not only provided strong spiritual impetus for revolutionary struggles of their time but also offered abundant resources for ideological and political education for later generations[4]. Particularly in the traditional villages of Lingnan, many red celebrities emerged onto the historical stage from these areas, and their revolutionary spirit and deeds have been preserved and promoted in these locales[5]. A key issue in the current reform of ideological and political education is how to utilize these red resources in contemporary higher education to stimulate students' patriotic sentiments, sense of responsibility, and historical mission. In-depth research on effectively integrating the stories of red celebrities from Lingnan's traditional villages into ideological and political education in universities, analyzing their educational value and historical significance, and proposing specific implementation paths and mechanisms aim to provide theoretical support and practical guidance for innovation in ideological and political education.

2 LITERATURE REVIEW

Chinese scholars have extensively focused on the theoretical and practical significance of red culture as an important carrier of ideological and political education in universities. Research generally argues that red culture, with its revolutionary spirit, patriotic sentiment, and contemporary value, plays a unique role in cultivating students' ideological and political consciousness[6]. In particular, within ideological and political courses in universities, red culture is regarded as a crucial resource for enhancing young students' national identity and cultural confidence. Peng Furong et al. suggested that universities should deeply explore the educational functions of red culture through curriculum reform, thereby forming a teaching system centered on value guidance[7]. Research on red culture in the Lingnan region mainly concentrates on resource distribution, historical status, and educational significance. Scholars have examined the specific characteristics and educational functions of red sites, revolutionary bases, and former residences of red figures in Guangdong, providing material support for constructing a red culture education system in universities.

Lingnan traditional villages, due to their distinctive regional culture and historical accumulation, have become key subjects for research on the integration of red culture and ideological-political education. From the perspective of cultural heritage preservation, scholars have analyzed the diversity of Lingnan traditional village culture and its potential educational functions. Chen Xiaoyan et al. pointed out that Lingnan traditional villages, which embody multi-ethnic and multicultural characteristics, are marked by openness and inclusiveness, and their cultural resources play a significant enlightening role in higher education[8]. Moreover, red celebrity stories, as an important component of Lingnan cultural resources, owing to their vividness and strong educational appeal, constitute a crucial field for innovating ideological and political education. Related studies recommend deep exploration and narrative expression to enhance the attractiveness and persuasiveness of red culture, thereby fostering emotional resonance and value guidance

among students.

The core mission of ideological and political education in universities is to guide students in establishing correct worldviews, outlooks on life, and values. In recent years, however, with social transformation and the diversification of students' ideological perceptions, ideological and political education in higher education has encountered increasing challenges. Many ideological and political courses remain relatively monotonous in content and rigid in form, failing to stimulate student interest and engagement. Survey data show that more than 60% of students believe that such courses lack practicality and interactivity, thus failing to resonate with them[9]. Traditional teaching models have focused excessively on theoretical transmission, neglecting students' emotional cultivation and intellectual enlightenment[10]. Therefore, how to enhance the effectiveness of ideological and political education through more vivid, illustrative, and compelling pedagogical methods has become a focus of current educational reform. With its distinct contemporaneity and historicity, red culture has emerged as an important pathway for innovation. Narrating the revolutionary deeds of red celebrities helps students better understand history and stimulates their sense of social responsibility and patriotism. As the spiritual symbol of China's revolutionary history, red culture has powerful educational functions. Scholars generally believe that red culture education is not only a review of history but also a transmission of revolutionary spirit[11]. Through red culture education, students can better understand the historical context of the Chinese revolution and draw spiritual strength from the deeds of revolutionary martyrs, thereby establishing correct values and a strong sense of social responsibility. Tang Jun argued that red culture education can help students build firm ideals and beliefs, cultivating their sense of responsibility and mission[12]. His research revealed that students who participated in red culture education generally exhibited stronger national identity and social responsibility. Moreover, red culture education should not be confined to traditional classroom teaching; rather, it can be implemented through films, field visits, lectures, and discussions, which enhance students' emotional resonance and deepen their understanding of the revolutionary spirit.

In recent years, Chinese scholars have explored the paths and mechanisms of integrating red culture into university ideological and political education from multiple dimensions. Research indicates that experiential education, immersive teaching, and the development of digital resources are vital means to enhance the effectiveness of red culture education. Organizing students for field studies at Lingnan red heritage sites and using virtual reality technologies to recreate historical scenarios can effectively stimulate learning interest and strengthen historical identification. At the same time, university-local cooperation is considered an important educational mechanism. By collaborating with local governments and cultural institutions to jointly develop red educational resources, universities can build education bases and co-host activities, thereby promoting the inheritance and innovation of red culture. In terms of curriculum construction, it is recommended to establish a sound course design and evaluation system, integrating red culture into both general and specialized education systems, thus forming a synergistic educational force.

Foreign scholars have conducted in-depth explorations of the role of local cultural resources in education, with particular emphasis on public history education. For example, the United States highlights the use of local cultural sites and celebrities' former residences to carry out public education, thereby enhancing students' understanding of local history and culture. Smith demonstrated that local cultural resources, when used as educational materials, can effectively cultivate students' historical awareness and cultural identity[13]. Moreover, foreign scholarship has systematically examined the application of the "celebrity effect" in education. By narrating the deeds of renowned figures, social values are constructed, and scholars abroad advocate for the use of personalized narratives to enhance the appeal and persuasiveness of education. This strategy provides a useful reference for the educational practice of integrating red celebrity stories from Lingnan traditional villages.

In international research, patriotic education and civic education are essential components of ideological and political education. For instance, the United Kingdom and Germany emphasize integrating local historical resources into civic education curricula, employing heuristic teaching methods to help students understand the interconnection between history and contemporary reality. At the same time, under the backdrop of globalization, foreign scholars stress the role of local culture in global-oriented education. They advocate for cultural diversity education as a means to foster students' intercultural understanding and global competence.

In recent years, technology-enabled education has emerged as a major trend in the field of ideological and political education abroad. Digital resource repositories, virtual reality technologies, and online learning platforms are widely applied in the promotion of local cultural resource education. Anderson noted that digital technology not only expands the reach of cultural education but also improves students' learning engagement and outcomes[14]. In addition, foreign practices highlight the community-based and diversified forms of educational activities. By fostering cooperation between schools and communities to develop educational projects on local cultural resources, classroom teaching is integrated with social practice, thereby promoting students' holistic development. Such experience provides valuable insights for deepening university-local cooperation models in China.

In summary, research on the integration of red celebrity stories from Lingnan traditional villages should pay particular attention to the significance of narrative expression and immersive experiences, as well as the combination of cultural confidence education with global vision cultivation. Moreover, efforts should be directed toward improving the construction of a database for Lingnan red resources, advancing interdisciplinary research that integrates pedagogy, history, and cultural heritage preservation, and exploring technology-driven educational innovation, especially in the fields of digitalization and virtual reality. Through the integration of Lingnan traditional village red resources with the ideological and political education system in universities, the organic unification of cultural inheritance and educational functions can be achieved, thereby providing both theoretical support and practical guidance for the innovation of

ideological and political education in the new era.

3 RESOURCES OF RED CELEBRITY STORIES IN LINGNAN TRADITIONAL VILLAGES

The Lingnan region has a long history and a rich revolutionary heritage, with many revolutionary martyrs' deeds closely tied to traditional villages. Lingnan traditional villages are not only carriers of local culture but also important birthplaces of red culture. For example, historical events such as the Huanghuagang Uprising, the Guangzhou Uprising, and the Dongjiang Guerrilla Force are closely associated with Lingnan's revolutionary history. Many revolutionary martyrs and red celebrities were born and raised in these villages, and their spirits and deeds are deeply imprinted in the land of Lingnan. Scholars generally agree that the excavation of Lingnan red cultural resources has important significance for ideological and political education in the new era. According to Wang Xiaoming, revolutionary cultural resources in Lingnan can be inherited and carried forward through multiple forms, such as red sites, memorial halls, and the deeds of historical figures[15]. In particular, the stories of red celebrities such as Deng Xiaoping and Ye Ting not only help students better understand the historical background of the Chinese revolution but also shape their correct historical perspectives and values through these figures' spiritual outlooks.

The Lingnan region, located in southern China and encompassing Guangdong, Guangxi, and Hainan, has a unique geographical environment and a long cultural history. Lingnan culture integrates elements of Central Plains culture, Nanyue culture, and foreign influences, forming distinctive regional characteristics. Traditional villages in Lingnan, as an important part of this cultural heritage, preserve abundant historical memory and cultural traditions. The architectural styles, lifestyles, and social structures of Lingnan villages reflect local cultural features. For instance, common architectural forms include walled houses, ancestral halls, and academies, which were not only places for residence and daily life but also significant venues for cultural education. Ancestral halls and academies played crucial roles in village education, bearing the responsibility of transmitting family culture and educating younger generations.

In China, 8,155 traditional villages have been included in the national protection list, preserving 539,000 historical buildings and traditional residences, and passing down more than 4,789 items of intangible cultural heritage at the provincial level and above. Together, these form the world's largest, richest, and best-preserved living heritage cluster of agrarian civilization. Guangdong Province alone has abundant traditional village resources with high historical, cultural, scientific, artistic, economic, and social value. As of July 1, 2024, Guangdong had 292 villages included in the national list of traditional villages (see Table 1).

Table 1 List of Traditional Villages in Guangdong Province

No.	City	Time	Numbers	City Level
1	Guangzhou	2012–2019	1	Provincial capital
2	Shenzhen	2012	1	Special Economic Zone
3	Foshan	2012–2019	2	Guangdong-Hong Kong-Macao Greater Bay Area
4	Dongguan	2012–2014	6	Guangdong-Hong Kong-Macao Greater Bay Area
5	Zhaoqing	2012–2019	12	Guangdong-Hong Kong-Macao Greater Bay Area
6	Huizhou	2012–2023	14	Guangdong-Hong Kong-Macao Greater Bay Area
7	Jiangmen	2012–2023	17	Guangdong-Hong Kong-Macao Greater Bay Area
8	Zhongshan	2012–2023	7	Guangdong-Hong Kong-Macao Greater Bay Area
9	Zhuhai	2016	2	Guangdong-Hong Kong-Macao Greater Bay Area
10	Shantou	2012–2023	13	Eastern Guangdong
11	Chaozhou	2012–2023	9	Guangdong East
12	Jieyang	2013–2023	9	Guangdong East
13	Shantou	2012–2013	2	Guangdong East
14	Meizhou	2012–2019	78	East Guangdong
15	Heyuan	2012–2023	18	Guangdong East
16	Zhanjiang	2012–2023	13	Western Guangdong
17	Maoming	2013	1	Western Guangdong
18	Yangjiang	2013–2023	3	Western Guangdong
19	Yunfu	2012–2016	3	Western Guangdong
20	Shaoguan	2012–2019	14	Northern Guangdong
21	Qingyuan	2012–2023	35	Yuebei

The red celebrity story resources in traditional villages of Guangdong are abundant, covering revolutionary figures from different historical periods and their related revolutionary activities. These can provide multi-dimensional references for studying Lingnan's red culture. Some representative cases are shown in Table 2.

Table 2 Red-Themed Stories of Famous Figures in Traditional Villages of Lingnan

Village	Figure	Summary	Time	Level
Zhongshan City, Cuiheng Village	Sun Yat-sen	Three Principles of the People, United Front	1866–1925	Traditional Chinese Village
Shantou Mingyuan Village	Peng Pai	Pioneer of the Peasants' Movement, Reformer of Guangdong and Hong Kong	1896–1929	China's Historical and Cultural Village
Huizhou Zhou Tian Village	Ye Ting	Commander of the Iron Army, Striking Fear into the Hearts of Enemies	1896–1946	China's Historical and Cultural Village

Meizhou Huxing Village	Ye Jianying	Strategic Brilliance, Turning the Tide	1897–1986	China's Historical and Cultural Village
Jiangmen Baoding Village	Zhou Wenying	Brave and Loyal, Blood-Soaked Flower City	1905–1928	Traditional Chinese Village
Foshan Shanqing Lane	Chen Tiejun	Heroic Women, Devoted to the Revolution	1904–1928	Provincial-level Historical and Cultural Street District
Foshan Songtang Village	Qu Mengjue	Pioneer of the Women's Movement, Dedicated to the Revolution	1906 - 1992	Traditional Chinese Village
Huizhou Liwu Village	Li Yuan	Spark of the Labor Movement, Igniting Lingnan	1904–1928	Traditional Chinese Village
Zhuhai Beishan Village	Yang Pao-an	The First Echoes of Marxism, Dawn in Guangdong	1896–1931	China's Historic and Cultural Village
Zhuhai Qi'ao Village	Su Zhaozheng	Labor Movement Giant, Hero of the Maritime Frontier	1885–1929	China's Historical and Cultural Village
Zhanjiang Dunwen Village	Huang Xuezheng	Flag-bearer of the Southern Route, Pioneer of the Peasants' Movement	1900–1929	Traditional Chinese Village
Heyuan Xiatan Village	Ruan Xiaoxian	A Devoted Son of Guangdong's Northern Region, a Core Member of the Peasants' Movement	1897–1935	Traditional Chinese Village

4 EDUCATIONAL VALUE OF RED CELEBRITY STORIES IN LINGNAN TRADITIONAL VILLAGES

4.1 Historical Educational Function

The red celebrity stories of Lingnan possess abundant historical educational functions. These narratives are not merely retrospectives of the past but vivid interpretations of the course of the Chinese revolution. By narrating these red celebrity stories, students can gain a deep understanding of the arduous revolutionary process and its historical context[16]. These revolutionary accounts help students profoundly comprehend the difficult journey and enormous sacrifices of the Communist Party of China from its founding to eventual victory. Through studying these figures, students are able to sense the weight of history and the responsibilities of the era. Research indicates that studying the deeds of revolutionary figures significantly enhances students' sense of historical identity and national pride[17].

4.2 Ideological Enlightenment Function

The revolutionary ideals and spirit embedded in red celebrity stories provide vital ideological enlightenment for students. Particularly, revolutionary celebrities from the Lingnan region, through their steadfast beliefs, spirit of sacrifice, and noble character in revolutionary struggles, offer vivid intellectual resources for students. Scholars argue that these stories not only facilitate students' understanding of history but also shape their ideals and beliefs, helping them form correct worldviews, outlooks on life, and values. For instance, Ye Ting, who placed personal life and death aside in resolutely engaging in revolutionary struggles, displayed extraordinary revolutionary determination. Narrating Ye Ting's deeds enables students to grasp more profoundly the relationship between revolutionary ideals and reality, and to recognize the importance of striving for ideals.

4.3 Spiritual Inheritance Function

The stories of red celebrities have a powerful function of spiritual inheritance. By transmitting the lofty spirit of revolutionary martyrs, students not only inherit revolutionary traditions but also transform this spirit into motivation in their own lives. The fearless spirit of revolutionary martyrs becomes an important driving force for the ideals and pursuits of contemporary youth. By learning these stories, students can draw inspiration and establish a strong sense of responsibility and mission to contribute to society. Scholar Wang Chao emphasized that the function of spiritual inheritance in red culture cannot be limited to classroom teaching; it must also be disseminated and practiced through various forms[18]. Through red culture activities in schools, social practices, and other formats, red culture can be more widely spread and deeply rooted in the hearts of students.

5 IMPLEMENTATION PATHS FOR INTEGRATING RED CELEBRITY STORIES INTO IDEOLOGICAL AND POLITICAL EDUCATION IN UNIVERSITIES

5.1 Curriculum Design and Classroom Teaching

The design of ideological and political courses should be closely integrated with red cultural resources, especially the stories of red celebrities in the Lingnan region[19]. First, case-based teaching methods should be adopted to embed the deeds of red celebrities into the curriculum. Specifically, course content should unfold from multiple dimensions—history, ideology, and spirit. By analyzing how Lingnan red celebrities employed the spirit of perseverance and struggle to address real problems in both work and revolutionary activities, students can better comprehend the practical significance of their spirit and stories. At the same time, course design should focus on cultivating students' historical awareness and value judgment. Through vivid storytelling and interactive discussions in

class, students can develop deeper historical cognition and a stronger sense of social responsibility.

5.2 Integration of Campus Cultural Construction and Red Tourism

The implementation of ideological and political education in universities should not be limited to classroom teaching; campus cultural construction also plays an important role[20]. Through red cultural activities both on and off campus, students' identification with red culture can be strengthened. On campus, red cultural parks or memorial halls may be established, with regular exhibitions and lectures themed around red culture. In addition, universities can organize red tourism, leading students to visit revolutionary sites and memorials in the Lingnan region to enhance their practical experiences. Through this dual-track education model that combines "extracurricular + classroom," students can understand red culture from multiple perspectives, thereby enhancing their ideological and political consciousness. By visiting revolutionary memorial sites in person, students gain a more direct sense of the struggles and great spirit of revolutionary martyrs, which has a profound impact on their ideological and political education[21].

5.3 Field Research and Case-Based Teaching

The teaching of red celebrity stories should not remain at the theoretical level but should be deepened through field research and case analysis. Universities can organize students to visit revolutionary historical sites in Lingnan for on-site investigation and experiential learning. For example, arranging visits to the Huanghuagang Uprising Memorial or the Guangzhou Uprising sites allows students to personally experience historical relics and revolutionary spirit. Through case-based teaching, students can think critically in combination with actual historical circumstances, analyzing the choices and actions of revolutionary martyrs in specific historical contexts. This process enhances their historical sensibility and strengthens their sense of social responsibility[22].

6 CONCLUSION

The integration of red celebrity stories from Lingnan traditional villages into ideological and political education in universities not only embodies the inheritance of revolutionary culture but also represents an important path for innovation in ideological and political education in the new era. These stories, with their profound historical significance, ideological enlightenment, and spiritual inheritance functions, provide valuable resources for cultivating students' patriotic sentiments, social responsibility, and historical mission.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

FUNDING

This research was supported by Zhaoqing University 2024 Research Fund (QN202419).

REFERENCES

- [1] Liu Y, Zhang S. Integrating red architecture into comprehensive ideological and political courses in universities: Value implications, practical dilemmas, and implementation paths. *Journal of Education*, Renmin University of China, 2023, 178(4): 1–14.
- [2] Qiu X, Meng L. The internal logic and path selection of new productive forces empowering the development of red culture. *School Party Building and Ideological Education*, 2024(20): 8–12.
- [3] Yang F, Liu Q. The origin, process, and prospects of red culture research. *Journal of Zhengzhou University (Philosophy and Social Sciences Edition)*, 2024, 57(5): 103–110.
- [4] Liu Y, Li N. Exploring paths for integrating red culture into graduate ideological and political education in universities. *Journal of Beijing Jiaotong University (Social Sciences Edition)*, 2024, 23(3): 26–35.
- [5] Sun H, Zhu H. Reproduction of social memory: A new dimension of red culture inheritance. *Theory Monthly*, 2024(8): 56–63+160.
- [6] Yi D, Cheng L. The value implications, main content, and practical paths of red culture in cultivating college students' spirit of struggle. *Guide of Ideological and Theoretical Education*, 2024(6): 146–151.
- [7] Peng FR. On the value of ideological and political education in ethnic folk stories of the Wujiang River Basin. *Journal of Yangtze Normal University*, 2020, 36(4): 1–9.
- [8] Chen XY, Peng FR. Research on the value and realization path of ideological and political education in celebrity stories of Lingnan traditional villages. *Journal of Foshan University (Social Science Edition)*, 2022, 40(3): 76–80.
- [9] Zhang W. Research on the practical path of ideological and political education in universities from the perspective of "Big Ideological and Political Course". *Party Building and Ideological Education*, 2023(10): 40–42.
- [10] Li JH. Artificial intelligence enabling ideological and political education in universities: Value, risks, and paths. *Modern Educational Technology*, 2022, 32(9): 54–61.

- [11] Cui M. The educational mechanism and construction of red memory space. *Ideological and Theoretical Education*, 2024(6): 62–67.
- [12] Tang J. The dilemmas and paths of innovation in ideological and political education in the era of artificial intelligence. *China Educational Technology*, 2020(11): 107–112.
- [13] Smith L. Heritage, cultural resources, and the politics of recognition. In: Waterton E, Watson S, eds. *The Palgrave Handbook of Contemporary Heritage Research*. London: Palgrave Macmillan, 2018: 105–124.
- [14] Anderson T. A theoretical framework for digital badges in online education. *British Journal of Educational Technology*, 2020, 51(1): 71–84.
- [15] Wang XM. Research on the Lingnan cultural characteristics in the architectural decoration of traditional Guangfu dwellings. *Urbanism and Architecture*, 2021, 18(15): 165–167.
- [16] Zhu X, Zhao T. The generative logic, core characteristics, and construction paths of the discourse system of red culture. *School Party Building and Ideological Education*, 2024(9): 94–96.
- [17] Li M. Research on historical and cultural identity and the construction of the consciousness of the Chinese national community. *Journal of Research on Education for Ethnic Minorities*, 2021, 32(4): 37–43.
- [18] Wang C. Research on the value and path innovation of integrating red culture into ideological and political education in universities. *Studies in Ideological Education*, 2023(5): 120–125.
- [19] Zhang S, Zhou Q. Precise dissemination of red culture in the era of artificial intelligence: Opportunities, models, and strategies. *Journal of Hainan University (Humanities and Social Sciences Edition)*, 2024, 42(3): 1–7.
- [20] Wen L, Zhang X. Enhancing the effectiveness of college students' ideological and political education through red culture education. *Journal of Xiangtan University (Philosophy and Social Sciences Edition)*, 2024, 48(2): 125–131.
- [21] Jia W, Xu J. Constructing a red education system from the perspective of cultural memory: Logic, challenges, and countermeasures. *China Vocational and Technical Education*, 2024(4): 87–95.
- [22] Guo P, Zhou X. Empowerment and approaches: A reexamination of red culture 'short video' content production. *Journal of Southeast University (Philosophy and Social Sciences Edition)*, 2023, 25(2): 148–152.