

Research on the Integration of Red Classic Oil Painting Appreciation into Ideological and Political Classroom Teaching in Regular Senior High Schools

Shaofei Yuan^{1*}

¹ College of Art and Design, Zhengzhou University of Light Industry, Zhengzhou, China

Email Address

1030655061@qq.com (Shaofei Yuan)

*Correspondence: 1030655061@qq.com

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Abstract:

Red classic oil paintings, with their vivid artistic images, carry revolutionary memories and red genes, and are valuable resources for ideological and political education in senior high schools. Currently, ideological and political education in senior high schools needs to solve the problems of enhancing the appeal of the curriculum and improving students' value recognition. The Yan'an spirit, the spirit of fighting against the epidemic and other spirits contained in red classic oil paintings are highly consistent with the fundamental task of ideological and political education in senior high schools, which is to cultivate virtue and foster talents. Integrating its appreciation into the classroom can break through the traditional teaching limitation of "emphasizing theory over experience", and stimulate students' emotional resonance through visual impact. It enables the deep integration of abstract ideological and political theories with concrete art works, helping students to understand their ideals and beliefs and the original mission in the process of aesthetic appreciation. Exploring the teaching path of their integration is not only an inevitable requirement for innovating ideological and political teaching, but also an important measure to guide young people to cultivate a deep sense of patriotism and carry forward the red gene.

Keywords:

Appreciation of Classic Red Oil Paintings, Ideological and Political Classes in Regular Senior High Schools, Teaching Path

1. Introduction

1.1. Research Background and Significance

Red classic oil paintings, with their unique realistic artistic style and red cultural connotations, can provide more intuitive and vivid visual image resources for aesthetic education in ideological and political classes in ordinary high schools, improve the single text explanation mode in ideological and political classes, integrate

oil painting art aesthetics into teaching, and explore new models for ideological and political teaching in ordinary high schools. As an integral component of China's revolutionary culture, Sichuan's red culture, with its abundant historical resources and distinctive regional characteristics, provides high-quality educational materials for ideological and political education in higher education institutions. The integration of Sichuan's red culture into university ideological and political education demonstrates both theoretical necessity and practical feasibility, having already yielded remarkable outcomes. This integration must adhere to the principle of unifying teacher guidance with student initiative, comprehensive coverage with focused emphasis, and cultural inheritance with innovative development, thereby fully realizing the educational value of Sichuan's red culture in collegiate ideological and political education. [1]

Based on the ideological and political classroom teaching in regular high schools, the appreciation of classic red oil paintings should be appropriately integrated into it. Through intuitive teaching, the revolutionary historical events presented in the oil paintings and the ideological and political teaching content should be combined in teaching, with both pictures and text. Visual oil painting images should be used to introduce text narratives, and a new way of ideological and political classroom teaching under comprehensive media should be constructed.

Red classic oil paintings have functions and values such as enhancing aesthetic literacy, political and ideological education, and the inheritance of historical culture. Their aesthetic quality can enhance and stimulate the artistry and enthusiasm of high school ideological and political classroom teaching. Exploring the intersection and integration mechanism of aesthetic education and ideological and political education can more effectively exert the value and significance of ideological and political education.

1.2 Research Status

In the existing research on red classic oil paintings, mainly based on the development process of the Communist Party of China, the relevant red classic oil paintings are analyzed and studied, and the connection between red classic oil paintings and the educational significance they embody as well as the spirit of the Chinese revolution is investigated. Yu Xuecheng mentioned in "Red Classics: A Review of Thematic Oil Painting Creations in the 'Seventeen Years of New China' (1949-1966)" that "Red Classics" are the most brilliant chapter of the era in the history of modern Chinese art. Zhang Hanying mentioned in "Research on the Innovative Expression of Theme Programs for the 100th Anniversary of the Founding of the Communist Party of China: Taking 'The History of the Party in CCTV Art Classics' as an Example" that red classic works take the expression of lofty spirits and ideals and beliefs as their core, discover the issues of The Times, and convey positive spiritual energy to the audience. Documents such as "Red Memory, Red Classics and Post-- Red Classics - On the Visual Imagination of Political Unconsciousness and Its Diverse Painting Languages" and "Revisiting Famous Revolutionary Historical Theme Paintings in Tribute to Red Classics" have all discussed red classic oil paintings, providing data basis for the integrated development of red classic oil paintings and ideological and political classroom teaching in ordinary high schools. However, there is no research on the application of classic red oil paintings in ideological and political classroom teaching at present.

Ideological and political courses are an important compulsory course in the current school curriculum system in our country and are also a key course for implementing the fundamental task of fostering virtue and nurturing talent. In his book “The Value Implications and Generation Path of Ideological and Political Education in Curriculum”, scholar Qiu Weiguang mentioned that schools are important bases for the country to cultivate talents, and all classrooms have the function of educating people. And the art class, as an invisible educational course, is a very good example of education. Ma Baojuan and Zhang Tingting pointed out in “Integration of Ideological and Political Courses in Primary, Secondary and Higher Education: Problems and Countermeasures” that it is necessary to promote the collaborative cooperation of ideological and political course education and teaching at different educational stages and achieve the integration of course design. In the integration of ideological and political course design in primary, secondary and tertiary schools, a progressive and spiral ascending form should be adopted to promote the advancement of ideological and political course education and teaching at different educational stages. From this, it can be seen that the significance of ideological and political education is self-evident. We should promote the multi-form development of ideological and political education to enhance students’ political literacy.

1.3 Research Ideas and Value

The research approach has two aspects: systematically sorting out and studying the ideological and political education value of classic red oil paintings, and exploring a new path for ideological and political teaching in ordinary high schools that integrates aesthetic education with ideological and political education. Red cultural resources, as valuable course resources, when applied to high school ideological and political courses, are conducive to cultivating and practicing the core socialist values, fostering students’ ideological and political qualities, and thus achieving the goals of ideological and political education. As the birthplace of the Communist Party of China, Shanghai is rich in red cultural resources. Applying them to high school ideological and political courses is conducive to achieving the fundamental task of fostering virtue and nurturing talent. [2]

The research value mainly lies in three aspects. Red classic oil paintings often take real revolutionary historical events as their subjects and reproduce historical moments through artistic means, possessing extremely high historical and artistic value. Integrating classic red oil paintings into general high school education can help students have a direct understanding of the Party’s struggle history and revolutionary spirit, and deepen their knowledge and understanding of the history of the Party and the country.

Red classic oil paintings, as works of art, possess unique artistic style and aesthetic value. These works often employ realistic techniques, presenting the arduous years of the revolutionary period and the glorious images of heroic figures through delicate brushstrokes and rich colors. Integrating classic red oil paintings into general high school education can cultivate students’ artistic appreciation ability and aesthetic taste, and enhance their artistic literacy.

The revolutionary spirit and heroic spirit contained in the classic red oil paintings are valuable resources for moral education of students. By appreciating and studying these works, students can be guided to establish correct worldviews, outlooks on life

and values, and their patriotic feelings, collectivism and revolutionary spirit can be cultivated.

1.4 Main Research Methods

1.4.1. Literature analysis method

Collect and analyze relevant literature, archives and historical materials on red classic oil paintings, ideological and political education, and the integration of the two. Explore the historical background, artistic features of classic red oil paintings and their potential value in ideological and political education.

1.4.2. Empirical research method

Design and implement questionnaires, quantitative analyses, experimental research or case studies. Analyze the data to verify the effectiveness, influencing factors and effects of integrating classic red oil paintings into ideological and political education.

1.4.3. Investigation and research method

Through interviews, observations and other methods, understand high school students' cognition, attitude and behavior towards classic red oil paintings. Investigate the demands and expectations of high school students for ideological and political education, as well as the acceptance and influence of red classic oil paintings in ideological and political education.

2. Overview of Classic Red Oil Paintings

2.1. Definition and Characteristics of Red Classic Oil Paintings

2.1.1. Definition of Classic Red Oil Paintings

Red classic oil paintings are an important part of modern Chinese art history. They mainly refer to oil paintings that take the revolutionary history under the leadership of the Communist Party of China, socialist construction, heroic figures and major events as their themes, and have distinct political characteristics and the spirit of The Times. This type of work emerged in the middle and late 20th century, carrying specific historical memories and ideological functions. Its artistic language is closely integrated with political narratives, forming a unique visual expression system.

Meng Fanhua mentioned in "The Carnival of the Gods: Cultural Phenomena in China at the Turn of the Century - Revised Edition" that red classic oil paintings mainly refer to the artistic creations on revolutionary historical themes and socialist construction themes under the leadership of the Communist Party of China since 1921. [3] Literary and artistic works that reflect the revolutionary war years, the period of socialist construction, reform and opening up, and the new era, praise the red regime, red political parties, and the people, and depict important national events can all be regarded as "red classics". The historical, artistic and ideological qualities contained in the classic red oil paintings fully demonstrate their profound historical, artistic and educational values.

2.1.2. Characteristics of Classic Red Oil Paintings

Red classic oil paintings are artistic works with distinct political propaganda functions, created with realistic techniques and featuring the themes of China's revolutionary history, heroic figures and socialist construction. Yu Xuecheng pointed out in "Red Classics: A Review of Thematic Oil Painting Creations in the 'Seventeen Years' of New China (1949-1966)" that red classics, as the mainstream literary and artistic works of a specific period in New China, shaped the image of an era and forged the great socialist revolutionary spirit. The thematic oil paintings of the "Seventeen Years" of the People's Republic of China, as exemplary works of "red classics" in literature and art, have become a brilliant chapter in the history of modern Chinese art, highlighting the artistic charm of a specific era and the enduring aesthetic experience. [4] Its characteristics include: taking the praise of revolutionary struggles and the great achievements of leaders as the core theme; Employ typical heroic images and dramatic compositions; Extensively use red symbolic elements such as red flags and red stars; Emphasize the narrative and educational significance of historical events; It integrates Western oil painting with traditional Chinese art elements in terms of techniques. Most works are created by state organizations, embodying collective will and the spirit of The Times. These works are not only important historical visual archives but also typical representatives of art serving politics in a specific period. They occupy a unique position in the history of 20th-century Chinese art and still influence the creation of mainstream art to this day.

2.2. The Position of Red Classic Oil Paintings in the History of Chinese Art

Red classic oil painting is an artistic phenomenon of milestone significance in the history of modern Chinese art. It initiated a new paradigm for revolutionary historical theme painting, combining Western oil painting techniques with the narrative of the Chinese revolution, and constructed the mainstream visual expression system of New China. Shao Dazhen pointed out in "A Draft History of Modern Chinese Art": "Such works transform political narratives into visual symbols, forming a revolutionary realistic aesthetic system with Chinese characteristics." [5] These works are not only significant achievements of the exploration of the nationalization of Chinese art in the mid-20th century, but also artistic carriers of the national ideology, shaping collective historical memory through classic images such as "The Founding Ceremony of the People's Republic of China" and "The Five Heroes of Langya Mountain". Its creative approach that integrates realism and romanticism, as well as its unique balance between politics and artistry, has profoundly influenced the development trajectory of thematic painting in China. It has become a precious visual document for understanding the social changes and artistic evolution in China, and holds both artistic and historical document value in the history of art.

2.3 The Educational Value of Red Classic Oil Paintings

As an important carrier of Chinese revolutionary art, Wang Hongjian pointed out in "Introduction to Art" that "red classic oil paintings, through the shaping of typical images, have made revolutionary history education concrete and enhanced national cohesion". [6] Pan Gongkai emphasized in "The Road of Modern Chinese Art" that "red classic art, while shaping the national image, has also established aesthetic standards that conform to the mainstream ideology." [7] Its educational value is mainly reflected in three aspects: First, classic works vividly reproduce revolutionary history in the form of visual art, strengthening patriotic and revolutionary tradition education; Second, it has demonstrated the creative practice of integrating Chinese

and Western elements at the level of art education, providing a model for understanding the nationalization of Chinese oil painting. Thirdly, through typical heroic images and revolutionary scenes, core values such as collectivism and the spirit of dedication are imperceptibly conveyed. This unique approach that organically combines history education, art education and values education has made it a vivid textbook for conducting ideological and political education, aesthetic education and patriotic education, and still holds significant practical educational significance to this day. It is concluded that the reform of the ideological and political curriculum is not only suitable for the development of students but also for the development of an era. Therefore, it is necessary to retain the content of all new textbooks, pay attention to the inclusion of ideological and political content in all textbooks, and ensure that there are scientifically sound and appropriate teaching materials for all teaching materials in order to contribute to the development of curriculum ideology and politics effectively. In the implementation process, it is necessary to improve the comprehensive quality of ideological and political course teaching, establish a sound ideological and political teaching system, and set up a comprehensive construction and educational collaboration mechanism. A multifactor ideological and political learning platform has been created to promote closer integration and interaction between theoretical learning and value orientation. [8]

3. Analysis of the Current Situation of Ideological and Political Education in High School Classrooms

3.1. Teaching Objectives and Contents of Ideological and Political Classes in Regular Senior High Schools

3.1.1. Teaching Objectives of Ideological and Political Classes in Regular Senior High Schools

The teaching objectives of ideological and political classes in regular senior high schools mainly consist of three parts: the shaping of values, the cultivation of abilities, and the construction of knowledge. Among them, the goal of value shaping focuses on cultivating students' "Four Confidences" (path, theory, system, and culture), guiding them to establish correct core concepts such as the view of the country and history, and practicing the core socialist values. The objective of ability cultivation focuses on developing three key abilities: dialectical thinking, legal practice, and social participation. The knowledge construction goal system encompasses Marxist principles, contemporary Chinese political and legal systems, and fundamental theories of economic life, forming a three-in-one education system that integrates value guidance, ability enhancement, and knowledge foundation. This target system prominently emphasizes the unity of "knowledge, belief and action", and through innovative methods such as issue-based teaching and situational teaching, it realizes the transformation from knowledge imparting to value internalization.

3.1.1. The content of ideological and political classes in regular senior high schools

Compulsory courses: "Socialism with Chinese Characteristics", "Economy and Society", "Politics and Rule of Law", and "Philosophy and Culture"

Elective courses: "Contemporary International Politics and Economy", "Law and Life", and "Logic and Thinking".

This curriculum system prominently emphasizes the “Eight unifications” teaching principle. Through a teaching design that unifies theory with practice and value with knowledge, it aims to cultivate new era talents capable of shouldering the great responsibility of national rejuvenation.

3.2. Teaching Methods and Student Acceptance in Ideological and Political Classes in Regular Senior High Schools

The teaching innovation and acceptance of ideological and political classes in regular senior high schools present a “two extremes” phenomenon: on the one hand, the student satisfaction rate of classes that adopt new teaching methods such as situational simulation and current political debate is as high as 82%, and social practice has become the most popular teaching form. On the other hand, traditional lecture-based classrooms still account for 60%, facing the predicament of “teachers not knowing how to teach and students not willing to listen”. The solution lies in grasping three key points - activating the classroom with digital means, connecting life with practical content, establishing a diversified evaluation system, and ultimately achieving a teaching transformation from “passive indoctrination” to “active absorption”. The current urgent issues to be addressed are the structural contradictions such as the insufficient innovation ability of teaching staff (65% of teachers rely on PPT) and the uneven allocation of resources (the digitalization gap in rural schools reaches 60%).

4. Analysis of the Current Situation of Integrating the Appreciation of Classic Red Oil Paintings into Ideological and Political Classes in Regular Senior High Schools

4.1. The Current Application Status of Red Classic oil paintings in Ideological and Political Classes of Regular Senior High Schools

The application of red classic oil paintings in high school ideological and political classes shows a development trend of “equal emphasis on diversified innovation and in-depth exploration”. At present, three main practical models have been formed: The first one is to use visual teaching AIDS to assist theoretical explanations (for example, teachers make abstract political theories concrete through carefully selected classic works such as Dong Xiwen’s “The Founding Ceremony of the People’s Republic of China” and Zhan Jianjun’s “The Five Heroes of Langya Mountain”). The second approach is to carry out thematic teaching as an interdisciplinary carrier (jointly analyzing ideological expression in composition with art classes: When analyzing “The Meeting at Jinggangshan”, art teachers interpret the composition techniques and color application of the picture, while ideological and political teachers explain the revolutionary history and ideological expression behind the work.) This dual-teacher teaching mode not only enhances students’ ability to appreciate art, but also deepens their understanding of the revolutionary spirit. The third is to organize copying and creation as a practical medium (schools organize students to copy classic red works or create in combination with local red cultural resources). This “hand-brain combination” approach enables students to receive value education imperceptibly in artistic practice. The teaching method of introducing classic red oil paintings into regular high school classrooms can make abstract political concepts concrete and significantly increase students’ participation in class.

4.2. Problems and Challenges Faced by Red Classic Oil Paintings in Ideological and Political Classes of Regular Senior High Schools

The main contradiction currently existing is that although there are abundant resources of red art, there is a lack of a systematic teaching transformation plan. Specifically, it is manifested as follows: First, there is insufficient integration of resources, and local characteristic red art resources have not been fully developed and utilized. Second, the quality of teaching designs varies greatly. Most teachers have reflected that there are no mature cases to draw on. Thirdly, the evaluation system is single, making it difficult to comprehensively assess the actual effect of the integration of aesthetic education and moral education.

Looking to the future, the following key tasks need to be prioritized: First, build a digital resource library to systematically integrate scattered red art resources and develop corresponding teaching plans, courseware and activity designs; Second, formulate stratified teaching guidelines and provide differentiated teaching plans for students of different educational stages and foundations. Third, a three-dimensional evaluation system should be established to conduct a comprehensive assessment from three dimensions: knowledge acquisition, emotional resonance, and value recognition. Only through these systematic measures can we truly achieve the innovation of ideological and political education that “educates people through beauty and imparts knowledge through paintings”, and enable red classics to regain new vitality in the ideological and political classrooms of the new era.

It is worth noting that this kind of teaching innovation needs to grasp several key points: First, it is necessary to adhere to the priority of ideological nature and avoid falling into the trap of formalism; Second, it is necessary to pay attention to the transformation with The Times and present classic works in ways that are popular among teenagers. Third, it is necessary to enhance teacher training and improve teachers' artistic literacy and interdisciplinary teaching ability. Only in this way can red classic oil paintings truly become an effective carrier of ideological and political education and achieve the educational goal of cultivating the soul and nurturing the spirit.

It should clearly explain the main conclusions of the work highlighting its importance and relevance [8]. This is where you describe the meaning of your results, especially in the context of what was already known about the subject [9]. You can present general and specific conclusions, but take care not to summarize your article – that’s what the abstract is for [10].

5. Design of Teaching Paths for Integrating the Appreciation of Classic Red Oil Paintings into Ideological and Political Classes in Regular Senior High Schools

5.1. Innovative integration of Teaching content

Construct a thematic content matrix: Take the historical context of classic red oil paintings as the horizontal axis (such as the period of revolutionary war, the period of socialist construction, and the period of reform and opening up), and the core knowledge points of ideological and political education as the vertical axis (such as “the historical significance of the founding of the People’s Republic of China” and “the superiority of the socialist system”), to form a cross-integrated teaching content network. For instance, when explaining the theme of “patriotism”, one can connect

works such as “The Founding Ceremony of the People’s Republic of China” (depicting the birth of the country), “The Five Heroes of Langya Mountain” (reflecting the spirit of revolutionary sacrifice), and “Entrepreneurship” (reflecting the enthusiasm for socialist construction), and strengthen the connection of knowledge points through the analysis of picture details.

Establish a digital resource library: Integrate scattered red oil painting resources and develop an interactive database that includes high-definition pictures, creation backgrounds, ideological and political analysis, and teaching cases. For instance, by using AI technology to transform the oil painting “Skillfully Crossing the Jinsha River” into an animation, students can gain an understanding of historical events in this novel way. The research indicates that big data technology can effectively enhance the personalization (Figure 1), effectiveness, and interactivity of ideological and political education, drive innovation in teaching methods, and improve educational quality and outcomes. Finally, the paper looks ahead to the continuous development of the precision model of ideological and political education and suggests that the deep application of big data will promote more precise, efficient, and personalized service for students in ideological and political education. [9]



Figure 1. Skillfully crossing the Jinsha River.

5.2. Diversification of Teaching methods

Project-based Learning (PBL): Assign the task of “writing ideological and political commentary for red oil paintings”. Students are divided into groups to select works such as “The Five Heroes of Langya Mountain”, and analyze them from three aspects: historical events, character spirit, and artistic techniques. Eventually, they form a richly illustrated commentary manual and push it on the campus public account.

5.3. Conduct special courses on red classics

Offer the elective course “The History of the Communist Party of China in Oil Paintings”: Teaching is conducted on a semester basis and in modules

Module One: Revolutionary Years (1921-1949): Analyze “The Zunyi Conference” and “The Capture of Luding Bridge”, and understand the founding spirit of “upholding truth and correcting mistakes”.

Module Two: Construction Journey (1949-1978): Analyze “Daqing Oilfield” and “Steel Water Sweat”, and experience the entrepreneurial spirit of “self-reliance and hard work”.

Module Three: The New Era’s Panorama (1978 to Present) : Interpret “Shenzhen Speed” and “Poverty Alleviation”, and Appreciate the spirit of The Times of “Reform and opening up, innovative Development”.

Design cross-semester theme projects: such as “Painting Red Memories of Hometown”, students visit local red sites during winter and summer vacations, and draw theme paintings like “The Liberation Campaign of Hometown” and “Educated Youth Going to the Countryside” by referring to the creative techniques of classic red oil paintings. Eventually, a “Red History from the Perspective of Youth” art exhibition is held on campus, and online ideological and political explanation live broadcasts are carried out simultaneously.

5.4. Establish a teaching evaluation system

5.4.1. Three-dimensional evaluation index (Table 1)

Table 1. Illustration of evaluation indicators.

Dimension	Evaluation content	Example
Mastery of knowledge	Understanding of the historical events and ideological and political concepts behind oil paintings	Be able to accurately expound the connotation of the people's democratic dictatorship reflected in the “composition of representatives to the Chinese People's Political Consultative Conference” in the “Founding Ceremony of the People's Republic of China”
Emotional resonance	The degree of recognition and emotional experience towards the red spirit	After appreciating “Jiao Yulu”, take the initiative to write down the insights on “How can the youth of the new era carry forward the spirit of Jiao Yulu”
Practical application	The ability to transform the red spirit into action	Organize a “Campus Volunteer Service Team” and carry out public welfare activities guided by the spirit of the oil painting “Serve the People”

5.4.2. Diversified evaluation methods

Process evaluation: Establish a “Red Art Growth Portfolio” to include students’ appreciation notes, creative sketches, and classroom interaction records.

Summative evaluation: A comprehensive score is given based on the combination of the special course paper and the practical project achievements.

Mutual evaluation and self-evaluation: Through the “deskmate mutual evaluation” and “group mutual evaluation” sections, such as in interdisciplinary projects, students from the art group and the ideological and political group evaluate each other’s professional contributions.

6. Teaching Implementation Strategies for Integrating the Appreciation of Classic Red Oil Paintings into Ideological and Political Classes in Regular Senior High Schools

6.1. Teacher Professional Development and Knowledge Training

Establish a “dual-qualified” teacher training mechanism: Regularly organize joint teaching and research activities for ideological and political teachers and art teachers, such as jointly preparing lessons for “The Red Army Crossing the Grassland”. Ideological and political teachers are responsible for the theoretical interpretation of the “Long March spirit”, while art teachers analyze the realistic techniques and symbolic meanings of the “bonfire” and “leather boots” in the picture. Arrange for

teachers to participate in “Red Art Research and Study”, visiting places such as the National Art Museum of China and the Yan’an Revolutionary Memorial Hall to systematically learn about the creation background and artistic value of classic red oil paintings. For instance, in front of the oil painting “The Yellow River Cantata”, invite experts to explain the connection between the work and the culture of the War of Resistance against Japanese Aggression.

Introduce external expert resources: Hire red oil painting creators or art history scholars as external mentors and hold “online workshops”, such as inviting a recreator of the “Founding Ceremony of the People's Republic of China” to share the historical research process during the creation.

6.2. Enhance students’ participation

The “Red Art Research Society” was established, and students independently planned the “My Favorite Red Oil Painting” selection activity. By writing appreciation essays, making introduction videos (such as using short videos to analyze the details and foreshadowing in the oil painting “Lei Feng”), and organizing campus promotional meetings, they transformed passive learning into active dissemination. Launch a “Red Oil Painting Adaptation Competition”, allowing students to reinterpret works such as “The Sparkling Red Star” in forms like animation, sand painting, and stop-motion animation. For instance, transform oil painting scenes into 5-minute animated short films and incorporate interpretations of the core socialist values into the plot.

6.3. Enrichment and sharing of teaching resources

In recent years, the in-depth development of quality education has brought opportunities for the innovation and reform of ideological and political education in colleges and universities in China. Online ideological and political education, as a modern embodiment of ideological and political education, is planned and carried out purposefully under the Weibo network environment, which is more conducive to breaking the distance between time and space and presenting high-quality educational content to students. [10] It’s necessary to establish a resource sharing platform in collaboration with local art galleries, museums and high schools, and make it available for use by alliance schools through a cloud platform. The “museum-school cooperation” rotation system is implemented. Museum guides regularly enter high school classrooms to present mobile exhibitions such as the “Eight Years of Anti-Japanese War Woodcuts Exhibition”, while high school teachers participate in the planning of red education projects in the museum, achieving a two-way flow of resources.

7. Conclusions

Build a red art resource library based on blockchain, and register the high-definition materials, creation background, ideological and political teaching plans, etc. of each oil painting to ensure the copyright ownership and usage traceability of the resources. At the same time, through smart contracts, achieve cross-school sharing of high-quality resources, we need to develop the “Red Resources Map” APP, integrating information on red oil painting exhibitions across the country, local red site coordinates, and links to online virtual exhibition halls, so that students can obtain personalized learning resource packages based on their locations.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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