



ISSN: 2222-4955 (Print)
ISSN: 2222-4963 (Online)
CODEN: AMSDFK

Advanced Management Science (AMS)

DOI: <http://doi.org/10.7508/ams.02.2023.48.54>



ARTICLE

SURVEY ON THE READING OF “SEVENTEEN YEARS” AND “RED CLASSICS” BY CONTEMPORARY COLLEGE STUDENTS AND ITS PROMOTION STRATEGY—TAKE JIANGSU NORMAL UNIVERSITY AS AN EXAMPLE

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ARTICLE DETAILS

Article History:

Received 22 August 2023
Accepted 27 October 2023
Available online 2 November 2023

ABSTRACT

The seventeen years of literature, i.e., the seventeen years from 1949 to 1966 after the founding of the People's Republic of China, appear a large number of classic works on revolutionary and historical themes or socialist construction themes, which later became known as the “Red Classics”, and had a great influence at that time and later on, such as The Red Rock, The Spectrum of the Red Flag, Red Sun, The History of Entrepreneurship, Song of Spring, Great Changes in the Hills and Villages, Defending Yan'an, and The Plains of Forests and Seas and Snow, etc. Under the influence of the constantly improving and optimizing Chinese social, economic and cultural environment, more and more researchers have questioned the excessive recognition of Western cultural values in some fields of study, and have turned to re-examine the values of traditional Chinese culture and modern advanced culture. The national and progressive kernel embedded in the “17 Years of Literature” fits this pursuit of the researchers, therefore, re-evaluating and examining the “17 Years of Literature” from different perspectives has gradually become one of the hotspots of literary research in recent years. This paper investigates the reading status of “17 Years of Literature” among college students taking undergraduates of Jiangsu Normal University, and puts forward a proposal on the reading status of “17 Years of Literature” among college students based on the results of the survey. Based on the results of the survey, some problems may exist in the reading of “17 Years of Literature”, and based on this, some constructive strategies to promote the reading of “17 Years of Literature” in universities and colleges are provided.

KEYWORDS

“Seventeen Years”; “Red Classics”; College Students' Reading; Jiangsu Normal University

1. THE CONCEPT OF “SEVENTEEN YEARS” AND “RED CLASSICS” AND THE CURRENT STATUS OF THEIR STUDY

The People's Republic of China was founded in 1949. The “seventeen years” of literature is the seventeen years of new Chinese literature from 1949 to 1966, and the First Literature Congress held in Beijing from July 2 to 19, 1949, was not only the beginning of contemporary Chinese literature, but also marked the beginning of the “seventeen years of literature”. The First Literature Congress further emphasized the socio-political utility of literature, that serving realpolitik was the purpose of literature, and that literature was only one of the means by which the political forces had to achieve their goals. In this way, it also completed to a certain extent the definition of the theoretical proposition of literature: the relationship between literature and life: life is the life of the “working people”, and the creation of writers is regarded as the processing of the “raw materials of life”. The writer's creation is regarded as the processing of the “raw materials of life”. This requirement of “standardization” and “concretization” of literature made it necessary for the literature of the seventeen years to depict the lives of the workers, peasants and soldiers, and to focus on the shaping

of advanced characters and heroes.

Looking back at the history of Chinese literature in the twentieth century, it is not difficult to find that almost all social activities or ideological trends appear in the writers' pens, either explicitly or implicitly. Therefore, in the special historical period of 1949, after the proletarian regime seized total victory in China, they were faced with a great task: to rewrite history. This was a crucial step for the proletarian regime to completely revise its historically passive identity and reshape its historical image after the legitimacy it had gained [1]. Therefore, the first creative boom after the founding of the PRC became the great practice of the Chinese proletariat to put this historical task into practice. Farmers and workers should try their best to write, If they can not write, they can speak and ask others to write, the people as the creator of social history, only people can really understand the people, therefore, their history is only let them to write will be reasonable and true. The people, as the creators of social history, are the only ones who can truly understand the people, and thus the only way for their history to be reasonable and true is for them to write it themselves. Any historical discourse exists in the form of an authoritative text, and only then can it exert a

certain degree of dominance over people's ideology. Then again, it is also precisely because the formation of an authoritative narrative requires that the formulation of historical discourse has the power to legitimize itself in that historical period and even in later generations. Therefore, when the proletariat led the masses of Chinese workers, peasants, and soldiers to the victory of the New Democratic Revolution, the writing of this history and turning it into a legitimate and authoritative textual existence was not only a need to reconstruct history, but also a need to meet the needs of the construction of popularized literature and art. The expansion of the writing group and the shift in subject matter made rural-themed novels and revolutionary-themed novels stand on the same line and become an important part of the "seventeen years of literature," effectively participating in the construction of the narrative system, discourse system and order of meaning under the ideological norms of the "seventeen years". effectively participated in the construction of the narrative system, discourse system, and order of meaning under the ideological norms of the Seventeen Years [2].

It is worth noting that, because the criteria for recognizing the "classicness" of a literary work are not the same in different contexts, the "classicness" of many rural novels of the "17 years" period was deconstructed until the 1990s, when "rural novels" returned to the public in a diversified cultural context. Therefore, for a period of time in the past, along with the total rejection of a series of rural reform policies pursued in the "Seventeen Years" period, the "classic nature" of many rural-themed novels in the "Seventeen Years" period was deconstructed. Until the 1990s, when "rural theme novels" returned to the public in a diversified cultural context, the complexity of its body was diversified in the words of many researchers, and the "classic nature" was newly reconstructed under the diversified research perspectives and value stances. On the contrary, the study of novels with revolutionary themes has not been changed or interrupted due to policy changes, but has become the spiritual cornerstone of the national idealism education with patriotism at its core in the course of continuous construction. The "red classics" discussed in this paper are the outstanding works of rural and revolutionary novels of the 17th century that can fully manifest the spirit of the times and express political demands. Based on the status and influence of the "Red Classics" in the history of modern and contemporary literature in the 17th year, this paper will, from the perspective of cultural acceptance, try to explore in depth the process of classic construction and its presentation characteristics through research and analysis. Through research and analysis of the process of constructing classicism and the characteristics of its presentation, we aim to explore in depth the literary landscape of "Red Classics" in the reading of contemporary college students, and to analyze the current reading situation of the college student group and the background and influencing factors of its emergence, so as to put forward some references for the study of the literature of the seventeen-year period in the university.

At present, the research results of the academia on red culture are quite abundant, but in terms of the specific type of "red classic reading status", the academic research on this topic mainly focuses on the following aspects: (1) studying the red classic reading behavior of college students. For example, according to the theory of planned behavior, according to Huanmei and Wen Xiaolan (2021), the behavioral intention of college students to read the red classics plays a direct role in the final decision-making of their reading behaviors, and the behavioral intention of reading the red classics is mainly influenced by their behavioral attitude, subjective norms and perceptual behavioral control of reading the red classics [3]. (2) Psychological research on college students' reading of red classics. For example, Wang Peilian (2021) proposed to take the psychological generation process of identity as the entry point to construct an effective path to enhance college students' red cultural identity [4]. (3) Research on the Influencing Factors of College Students' Reading of Red Literature. For example, Sun Xiaorui (2022) constructed a research model of college students' reading behavior of red literature by drawing on the research paradigm of rooted theory, and the results of the study showed that user factors, social environment, time personality and reading situation are important factors affecting college students' reading behavior of red literature [5]. (4) Research on the cognitive structure and attitude of college students towards red culture. For example, Zhao Zhengyan and Qin Suqi (2021), based on the connection between attitude change theory and red culture self-confidence, proposed a model of attitude change from "persuader", "persuasive message", "persuasive situation" and "persuasive context".

From the model of attitude change, we put forward the strategy of enhancing college students' red cultural self-confidence from the four basic elements of "persuader", "persuasive message", "persuasive situation" and "persuasive object" [6]. These researches have provided the author with relevant experiences for this thesis, but due to the rapid development of the times and the continuous change of reading conditions and psychology of college students, their reading status of red classics is also changing. In order to combine the theory with practice, improve the theory and promote the practice, this paper firstly designs a questionnaire about the reading status of college students in the 17th year of literature, collects relevant data after distributing it, analyzes it based on these real data, obtains the first-hand information about college students' reading of literature in the 17th year of literature, finds out the reasons for the reading status of college students' reading of literature in the 17th year of literature through the presentation of the information and puts forward the relevant strategies for advancing the reading status of college students in the 17th year of literature. Through the presentation of information, the reasons for the college students' reading of 17 years of literature are identified, and relevant strategies to promote college students' reading of 17 years of literature are proposed. This is of great significance to show the ideological and aesthetic value and social influence of the works of 17 years of literature, as well as to understand the acceptance effect of the readers.

2. SURVEY RESPONDENTS AND QUESTIONNAIRE DESIGN

2.1 Data Collection Methods

The author takes undergraduate college students of Jiangsu Normal University as the survey object, prepares the research questionnaire of contemporary college students' reading of literature classics in the "seventeen years" and adopts the network questionnaire survey method to carry out the research. The survey was conducted from early October 2020 to early October 2021, and the electronic questionnaires were mainly distributed through the QQ group and WeChat group of teachers and students in some colleges and universities in Jiangsu Province, and the questionnaires were limited to college students, and 710 questionnaires were recovered, among which the valid questionnaires were 610 in total. Therefore, this study mainly focuses on undergraduates of teacher training colleges and universities to research and analyze the reading status of "17 years" and "red classics".

2.2 Overview of Survey Information

In this survey, because the selected samples come from teacher training colleges, in terms of gender ratio, there are more women, accounting for 77.05%, and men account for 22.95%; in terms of their majors, students in humanities and social sciences accounted for 52.46%, and those in science, technology, agriculture and medicine accounted for 47.54%, and the distribution of the survey samples' majors is more reasonable, and the sample data basically reflect the overall situation of reading "Seventeen Years" and "Red Classics" among the students of teacher training colleges and universities in Jiangsu Province. The sample data can basically reflect the overall situation of the reading of "17 years" and "red classics" among college students in teacher training colleges and universities in Jiangsu Province.

3. QUESTIONNAIRE DESIGN

The object of the investigation should be centered around people, introduce which people, pay attention to the identity, care "why choose these people as the object of the investigation" this problem, why choose the students of Jiangsu Normal University as the object of the investigation, the reason: the school is more familiar with the school, the school student samples are typical (teacher training universities, arts and sciences, a long history of a certain influence, geographical). have a certain influence, geographical)

Survey and analysis of the reading status of "17 years" and "red classics" among college students

3.1 Overall Awareness

3.1.1 Survey of the Reading Atmosphere in the Homes of University Students

Table 1: Survey on Reading Climate in the Families of Students at Jiangsu Normal University

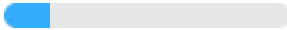

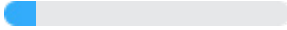
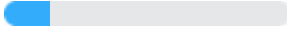
Options (As in Computer Software Settings)	Subtotal	Proportions
High	100	 16.39%
General	340	 55.74%
Relatively Low	70	 11.48%
Few	100	 16.39%
Number of Valid Entries for This Question	610	-

Table 2: Survey on Students' Reading Genre Preferences in Jiangsu Normal University




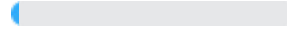
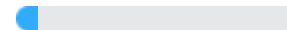

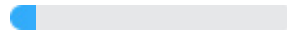
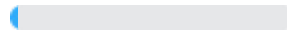
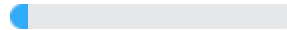
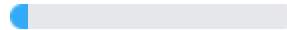
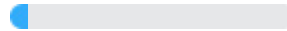
Options (As in Computer Software Settings)	Subtotal	Proportions
Fiction	530	 86.89%
Prose	30	 4.92%
Poetry	30	 4.92%
(sth. or sb) Else	20	 3.28%
Number of Valid Entries for This Question	610	-

Table 3: Survey on Students' Reading Direction Preference in Jiangsu Normal University

Options (As in Computer Software Settings)	Subtotal	Proportions
Foreign Literature	50	 8.2%
Modern and Contemporary Chinese Literature	360	 59.02%
Ancient Literature	60	 9.84%
Linguistics	20	 3.28%
Esthetics	40	 6.56%
Literature And Art	40	 6.56%
(sth. or sb) Else	40	 6.56%
Number of Valid Entries for This Question	610	-

In order to accurately grasp the reading background of college students, the author included the family reading atmosphere and reading preference in the test, setting four options: high, average, low, and almost none, as shown in Table 1:

As shown in Table 1, 16.39% of the students have a strong family reading atmosphere, which lays a good foundation for students to read independently in the process of university study, more than half of the students chose the family reading atmosphere is average, which indicates that these students may have a certain reading habit, 16.39% and 11.48% of the students chose “ 16.39% and 11.48% of the

students chose “ almost nothing” and “low” respectively, which shows that the reading atmosphere in this part of the family still needs to be strengthened, the school should increase publicity, urge parents to cooperate with the school to create a good reading atmosphere.

3.2 Survey of Reading Preferences Among University Students

In order to accurately grasp the reading interest of college students, the author has included reading preference in the test, which is divided into two parts: reading genre preference and reading direction preference. The reading genre preference table is divided into four options of

Table 4: Survey on the Level of Knowledge about “17 Years of Literature” among University Students

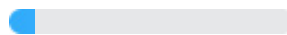
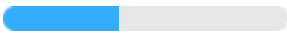

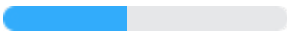
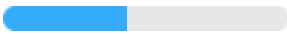
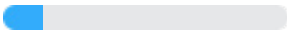
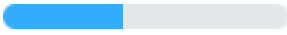
Options (As in Computer Software Settings)	Subtotal	Proportions
Well	60	 9.84%
General	250	 40.98%
Not Realize	300	 49.18%
Number of Valid Entries for This Question	610	-

Table 5: Motivation of College Students to Read Red Classic Books in the “17 Years”.

Options (As in Computer Software Settings)	Subtotal	Proportions
The Need For An Exam	270	 44.26%
Personal Interest	270	 44.26%
Diversion	90	 14.75%
Other (By Chance or Otherwise)	260	 42.62%
Number of Valid Entries for This Question	610	-

novels, essays, poems, and others according to literary genres, as in Table 2, while reading direction preference is divided into seven options according to the contents of literary works: foreign literature, modern and contemporary Chinese literature, ancient literature, linguistics, aesthetics, literature and art, and others. and other seven options, as in Table 3:

Possessing the choices of reading preferences shown in Table 2, it is not difficult to find that 86.89% of the students favored novels in their independent reading choices. In addition, the number of students who preferred Chinese modern and contemporary literature in the overall sample even accounted for 59.02%, far ahead of works in other directions. On the whole, the interest of contemporary college students in reading Chinese modern and contemporary literature has not disappeared or receded, and there are still many students who insist on reading Chinese literature to expand their academic horizons, which lays a good foundation for strengthening college students' interest in reading the “17 years” red classic literature.

3.3 Survey of University Students' Knowledge of “Seventeen Years of Literature”

For the “seventeen years” “red classic” name will define the cognition will also affect the reader's reading choice, so the author will be “seventeen years of literature” related to the degree of knowledge is also included in the scope of the examination. Therefore, the author has included the knowledge of “17 years of literature” into the scope of consideration, and set three options: very knowledgeable, knowledgeable, and unknowledgeable, as shown in Table 4.

According to Table 4, we can see that more than average students chose “general” and “very good”, but only 9.84% of the students chose “very good” knowledge of 17 years of literature. “Only 9.84% of the students knew the knowledge of 17th century literature, and 300 students chose “don't know”, accounting for 49.18% of the total, which shows that in order to expand the students' reading of 17th century literature, it is necessary to popularize the knowledge of 17th century literature. This shows that in order to expand students' reading of 17th century literature, it is necessary to popularize the knowledge of 17th century literature.

3.4 Motivation of College Students to Read “Red Classics” in the 17th Year of the Decade

Reading motivation refers to the reasons or drives that motivate a person to read. People can choose to read a book or an article for a variety of reasons, such as for the purpose of learning, entertainment, cultural hobbies, desire for knowledge, problem solving and so on. Reading motivation can be internal, such as personal interests and needs; it can also be external, such as recommendations, social opinion and other factors. Understanding a person's motivation to read can help us better understand their needs and psychological conditions, and can also help us better guide and promote their reading. In the questionnaire for the students of Jiangsu Normal University on the motivation for reading literature in the 17th year, the following options were set:

- (1) Personal interest. Some college students have a strong interest in history and culture, and reading these books can fulfill their exploration and study of history and culture.
- (2) Test-taking needs. Some college students read these books in order to learn from the experience and wisdom in them to guide their study for exams.
- (3) Entertainment. These red classic books not only have cultural and historical value, but reading also brings many great pleasures, and for college students who have a strong interest in literature, reading constitutes a relaxing activity for them after school.
- (4) Other: It may be that students occasionally turn to such books or for other personal reasons.

According to Table 5, a total of 610 valid forms were filled out. The students who read for examination, personal interest and other reasons exceeded 40%, and the students who read for entertainment reasons were the least, accounting for only 14.75%. Among the students who read for personal interest, the students who read for broadening their knowledge and understanding the history of the revolution accounted for 44.26% of the total number of students, and the total number of students who read the “Seventeen Years” red classics for examination also reached 44.26% of the total number of students, equal to the number of students with personal interest, and there were also 42.62% of

Table 6: Survey on Reading Media of Red Classic Books in the “17 Years” of University Students



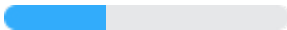

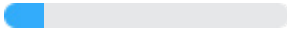
Options (As in Computer Software Settings)	Subtotal	Proportions
Web, e-Books	210	 34.43%
Paperback, Paper Books	400	 65.57%
Number of Valid Entries for This Question	610	-

Table 7: Results of the survey on students’ initiative in reading seventeen years of literature in Jiangsu Normal University

Options (As in Computer Software Settings)	Subtotal	Proportions
Willingly	220	 36.07%
Depending on the Mood	300	 49.18%
Unwilling	90	 14.75%
Number of Valid Entries for This Question	610	-

students who read the red classics for exam purposes. The total number of students who read “17 years” red classics also reached 44.26% of the total number of students, which is the same as the number of students who read for personal interest. In addition, 42.62% of the students read these books by chance for other reasons, which also proves that colleges and universities still need to make some efforts to guide students to read the literary works of “17 years”. This also proves that colleges and universities still need to make some efforts in guiding students to read “17 years” literature.

3.5 Reading Channels for University Students on “17 years” and “Red Classics”

Nowadays there are many convenient reading channels for people to read seventeen years of red classic literature, including traditional bookstores and libraries, as well as digitalized Internet and cell phone APPs. Different channels provide different reading methods and services, and people can choose the appropriate channel according to their needs and preferences. Since the activities of college students are restricted to the neighborhood of colleges and universities, college students now usually read such books through the following channels:

- (1) Bookstores: Traditional bookstores have always been the main channel for people to buy and borrow books. Today’s bookstores not only have physical stores, but also online bookstores, which are convenient for people to buy and borrow books online.
- (2) Libraries: Libraries are a very good channel for reading, and students can borrow many red classic books through school libraries. In addition to physical libraries, many libraries also provide online lending services to facilitate students’ reading.
- (3) Internet: Nowadays, more and more red classic books have been digitized, and people can search and download these books through the Internet. For example, some well-known book websites such as Douban Reading and Dangdang.com, as well as many online e-book platforms such as Jingdong Reading and Duowang Reading, can provide reading of red classic books.
- (4) Mobile APP: Nowadays, every student has a cell phone, and many reading APPs also provide reading services of red classic books. For example, WeChat Reading, Zhihu Reading, Palm Reading Books, etc., all provide electronic versions of many red classic books.

In conclusion, according to the reading channels of “17 years” Red Classics, we can understand that the reading media of students are mainly divided

into two kinds, paper books and e-books, and set up questionnaires to get the questionnaires for undergraduates’ reading in Jiangsu Normal University. “The questionnaire was set up to obtain the following questionnaire on the reading media of undergraduates of Jiangsu Normal University:

It can be seen that even in this year when the Internet is so common, more than 65% of the students still choose paper books to read, and only 34.43% of the students choose to use the Internet to read the red classics of the 17 years, which shows that colleges and universities need to adopt strategies to guide students to use the Internet to read the red classics, and at the same time, the use of the Internet can also better publicize the red classic books. This shows that colleges and universities need to adopt strategies to guide students to use the Internet to read the red classics, and at the same time, the use of the Internet can also better publicize the red classic books with the characteristics of fast dissemination.

4. EXPLORING THE REASONS FOR THE CURRENT SITUATION OF “17 YEARS” LITERATURE READING AMONG COLLEGE STUDENTS

After grasping the current situation of college students’ seventeen years of literature reading, we found that there is still a lot of room for development in the reading of red classics by students of Jiangsu Normal University. In order to better grasp the reading psychology of the students and explore the reasons for the formation of the current reading status quo, the author added in the questionnaire, “Are you willing to take the initiative to read the seventeen years of red classics?” “This question, get the following results as Table 7:

As shown in Table 6, the students who are very willing to take the initiative to understand and study seventeen years of literature only account for 36.07%, while the students who look at the mood of the students are the most, accounting for 49.18%, which indicates that the students read seventeen years of literature more casually, and the study and research of seventeen years of red classics have not been fully emphasized, and there are also 14.75% of the students who say they are not willing to take the initiative to read seventeen years of red classics. After reviewing the relevant literature, the author summarizes that the reasons for the current situation of students’ reading in Jiangsu Normal University may be as follows:

4.1 External Reasons for the Current Situation of University Students’ Reading of “17 Years” Literature

- (1) Cultural background: Cultural background refers to the social, historical

and cultural environment in which people live. For red classic literature, the historical, cultural and ideological connotations it contains require readers to have a certain background of historical and cultural knowledge, otherwise it is difficult to understand the deeper meaning of the work. Changes in the cultural environment: With the rapid development and diversification of Chinese society, the cultural environment is also changing, and people's aesthetics and reading preferences are also gradually changing. Growing up in a more open social environment, the new generation of college students pay more attention to individualization and diversity, and may have a certain degree of resistance to or boredom with traditional political propaganda literature.

(2) Educational Background: In recent years, with the popularization of higher education, university education has gradually changed from traditional teaching based on textbooks to comprehensive education based on the cultivation of practical ability. This also makes college students pay more attention to the cultivation of practical ability, while they may lack enough time and energy for reading political propaganda literature.

(3) Reading environment: Reading environment refers to the material and spiritual environment in which people read, such as the place, atmosphere and time for reading. A good reading environment can help people concentrate, reduce the difficulty of reading and improve the reading effect.

(4) Influence of media and network: The popularization of media and network in modern society has made the way of obtaining information more diversified and faster for college students. At the same time, the network is also filled with a large number of various types of literature, film and television dramas and games, these more colorful entertainment for the traditional political propaganda literature has a certain impact and alternative role.

4.2 Individual Reasons for the Current Situation of University Students' Reading of "17 Years" Literature

(1) Reading ability: Reading ability refers to the various skills and abilities people have when reading, such as language ability, logical thinking, reading speed and so on. People with strong reading ability can better understand and grasp the meaning and significance of works, and improve reading experience and reading quality. Heavy academic workload: Currently, college students are under great academic pressure and have relatively limited time, which makes it difficult for them to spend a lot of time reading long classic literary works. In addition, some college students think that reading such works is not very helpful to their professional learning, so they lack motivation.

(2) Reading interest: reading interest refers to people's preference and love for a certain reading content. If there is no interest in red classic literature, it is difficult to keep reading enthusiasm for a long time even when the reading environment and reading ability are better. Insufficient interest: Due to the development of informationization in the current society, young people have a variety of ways of entertainment, college students tend to be more inclined to read popular literature, network literature and entertainment novels, etc., and their interest and acceptance of such classic literature as seventeen years of literature is relatively low.

(3) Personal values: Personal values refer to people's views and standards of judgment on things, as well as their cognition and pursuit of self-worth. For some people, they may not agree with the ideas and values emphasized in the red classic literature, so it is difficult for them to be interested in and agree with the works. Weak awareness of cultural inheritance: For some young people, they lack knowledge and love of traditional culture and history and culture, and are unable to understand and feel the historical, cultural and ideological connotations of seventeen years of literature, and therefore find it difficult to develop an interest in reading.

However, there are some college students who have a strong interest in and passion for reading seventeen years of literature, and they acquire relevant books through various channels and read and study them in their spare time. At the same time, in the literature courses of some colleges and universities, this part of seventeen years' literature is also involved, and some college students also come into contact with these works through classroom learning.

5. STRATEGIES FOR PROMOTING THE READING OF BOOKS ON "17 YEARS OF RED CLASSICS" AMONG COLLEGE STUDENTS

5.1 Emphasize the Guidance of Reading Red Classics and Enhance

the Interest of College Students in Reading Red Classics.

(1) Schools can strengthen the publicity and promotion of seventeen years of literature, such as organizing reading activities, inviting experts and scholars to give lectures, and holding relevant exhibitions, etc., to guide college students to take the initiative to come into contact with and learn about the cultural background, historical value, and practical significance of these classic works.

(2) In terms of curriculum, relevant compulsory or elective courses can be set up in humanities and social sciences majors, such as "Lin Hai Xue Yuan" thematic study, "17 Years of Literature" introductory courses to increase the reading volume and depth of red classic literature.

(3) Conducting thematic lectures and book clubs on classic red literature, inviting literary experts and enthusiasts to share the background, themes and values of the relevant works to increase students' interest in reading.

(4) Publicize the importance of red classic literature and promote related reading experience and experience through various forms such as online platforms and WeChat public numbers, such as promoting public numbers related to the reading experience of Lin Hai Xue Yuan, to attract more students to join in the reading and study of red classic literature.

(5) Conduct reading contests and selection activities to encourage students to share and display their reading experiences and gains, and to increase interest and participation in reading. At the same time, awards are given to those who excel in reading to increase students' motivation to read.

5.2 Incorporating the Reading of Red Classics into the School Education System, and Building a Long-Term Learning and promotion mechanism

(1) Innovative teaching methods: In the various curriculums of the university, the teaching contents of the seventeen years' literary works can be increased. Through innovative teaching methods and approaches, students can gain a deeper understanding and appreciation of the ideas and values conveyed by these works, and their interest and enthusiasm can be stimulated, and the university can adopt diversified teaching methods, such as group seminars, recitation competitions, reading sharing, etc., to increase students' reading experience and enhance their interest and enthusiasm in classical works.

(2) Strengthening of Teachers: Schools can strengthen the training and construction of teachers to improve their understanding and mastery of seventeen years of literature in order to better guide students in reading.

(3) Establishment of a reading community: Schools can establish a reading community for seventeen years of literature, encouraging students to organize reading activities, seminars, etc. on their own initiative, to exchange and share their reading experiences with each other, and to form a reading community.

5.3 Absorbing the Strength of Many Parties and Building an Ecological Environment for the Reading of Red Classics

(1) Diversified reading experience: In addition to traditional paper books, schools and related institutions can provide more diversified reading methods and platforms, such as e-books, online literature platforms, audio reading, etc., to provide college students with a richer, more convenient and personalized reading experience.

(2) Build a reading platform: Schools can build a digital reading platform to provide e-books, online literary resources, audio reading and other means so that students can easily access classic works anytime, anywhere. (c) Increase the reward mechanism: Schools can increase the reward mechanism for reading seventeen years of literature, such as scholarships, excellent thesis, competition awards, etc., to stimulate students' interest and enthusiasm in reading.

(3) Joint social resources: the school can join hands with the government, publishers, libraries, cultural institutions and other social resources to establish a diversified reading promotion platform to provide college students with better reading resources and services, thus enhancing their interest and enthusiasm in reading seventeen years of literature.

In summary, promoting college students' reading of seventeen years of

literature requires multifaceted efforts, and concerted cooperation among schools, governments, social institutions, and other parties to provide colorful, convenient, and efficient reading experiences and services, so that college students can truly understand and feel the ideas and values conveyed by these works

6. CONCLUSION

This study investigated the reading status of "17 Years" literature books among college students in Jiangsu Normal University, and analyzed the factors affecting college students' reading of red classics. The results of the study show that college students' reading of "17 Years" literature books is generally lacking, and the main reasons for this include insufficient motivation to read, busy classwork, and insufficient time for reading.

In response to these problems, this study proposes a number of strategies for promoting the program, including curriculum, increasing library resources, lectures and book clubs, online publicity and reading competitions. These strategies aim to increase college students' interest and participation in reading, promote their in-depth understanding of and reflection on the "17 Years" literary books, and enhance their cultural confidence and patriotic sentiment.

In the future, effective promotion strategies can be further explored, such as cooperating with society, enterprises and other relevant organizations to carry out promotion activities for red classic literature, broadening the reading channels of red classic literature, as well as developing more interactive and interesting reading methods, etc., so as to continuously improve the reading literacy and cultural level of university students.

ACKNOWLEDGEMENT

Foundation Project: Analysis of current reading status of "17 Years" and "Red Classics" by contemporary college students (Project Number: 202110320022Z)

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