

# The Integration of the Idea of "Teaching and Doing" and Political Teaching in High School —— Take the Teaching Design of "The World is Universal Connection" as an Example

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**Abstract:** This paper aims to discuss the integration of the idea of teaching and political teaching in high school, taking the teaching design of "The World is universal connection" as an example. By combining traditional cultural stories to guide students to understand political theory, explore the relationship between environmental protection and economic development to deepen students' dialectical thinking, carry out group discussion to promote students to understand the connotation of political thought, aiming to break the traditional teaching mode, improve the teaching effect, and cultivate students' practical ability and thinking ability.

**Keywords:** Teaching integration; High school politics; Teaching design

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## Introduction

In today's society, high school politics teaching is facing many challenges. The traditional exam-oriented education mode has been difficult to meet the needs of students' all-round development, and the idea of integrating teaching and doing provides a new idea. This thought emphasizes the close combination of theory and practice, and pays attention to cultivating students' practical ability and innovative spirit. In this context, it is particularly urgent and important to integrate the idea of integrating teaching into high school political teaching. This paper will take "the World is a universal connection" as an example to discuss how to achieve the effective integration of the two.

### 1. The connotation of the idea of "teaching and doing one"

The connotation of the idea of integrating teaching is a major theoretical innovation in the field of education, which advocates the organic unity of knowledge transmission, skill training and practical operation in teaching. This thought breaks through the single teaching mode in traditional education, combines learning with action, and aims to cultivate students with practical ability and innovative spirit. Under the framework of integrating teaching integration, teaching is no longer a simple knowledge indoctrination, but a process of guiding students to explore and practice actively<sup>[1]</sup>. Teachers are no longer simple knowledge impartators, but become guides and collaborators on the road of student learning. Students should not only master knowledge, but also learn how to use knowledge to solve practical problems, and cultivate their own practical ability and innovative thinking. The idea of teaching unity emphasizes the practicality of knowledge, and believes that knowledge comes from practice and serves practice. It encourages students to apply what they have learned to real life and test and consolidate what they have learned through practical operation. This learning method can not only improve students' interest in learning and learning effect, but also help to cultivate their critical thinking ability and problem-solving ability.

### 2. Analysis of the current situation of senior high school politics teaching

At present, high school politics teaching often pays too much attention to the systematization and theory of knowledge, and ignores the connection with real life. When teaching, teachers often take the teaching material as the center and instill knowledge in

the order of chapters, which lack of consideration for the actual needs of students. This teaching method makes it difficult for students to combine the knowledge they learn with real life, and it is difficult to form a deep understanding and application of political theory. From the perspective of teaching methods, traditional teaching still dominates<sup>[2]</sup>. Teachers often use the form of "one speech hall" to transfer knowledge to students in one way, lack of interaction and communication with students. This teaching method not only suppresses students' initiative and creativity, but also limits the depth and breadth of students' understanding of political theory. In addition, from the perspective of teaching evaluation, the current high school politics teaching pays too much attention to students' examination results, but ignores the evaluation of students' comprehensive quality and ability. This evaluation method with scores as the only criterion not only cannot fully reflect students' learning results and ability level, but also easily leads to students' one-sided pursuit of scores and ignoring the development of other aspects. In addition, the feedback mechanism of teaching evaluation is not perfect, and it lacks timely diagnosis and effective guidance for students' learning problems.

### **3. The integration strategy of the idea of "teaching into doing" and high school politics teaching**

#### **3.1 Guide students to understand political theory based combining traditional cultural stories**

Traditional cultural stories are rich in political wisdom and life philosophy, and are an important carrier of political theory. By introducing these stories, the abstract political theory can be embodied and vivid, so that students can feel the charm of political theory in a relaxed and happy atmosphere. This can not only stimulate students' interest in learning, but also deepen their understanding of political theory and thought<sup>[3]</sup>. At the same time, the teaching combined with traditional cultural stories helps to cultivate students' sense of historical responsibility and national pride. Traditional culture is the spiritual treasure of the Chinese nation. Through learning and inheriting these stories, students can better understand and understand their own cultural roots, so as to enhance their sense of identity and belonging to the country and the nation.

Taking the teaching design of the teaching version of high school politics "The World is universally connected" as an example, combining the traditional cultural stories to guide the understanding of political theory is an important measure in the integration strategy of teaching and high school political teaching. In the teaching of the chapter "The World is universally connected", the classic traditional culture story of "a blessing in disguise" can be selected as the entry point. This story comes from "Huainan Zi · Human Training". It tells a series of seemingly unfortunate things such as the old man in the border fortress, the horse, and the son fell, which ultimately bring good luck, and conveys the philosophy of the general connection between things and the dependence of blessing and misfortune. Teachers can attract students' attention and stimulate their interest in learning by telling the stories of "bad luck in disguise". In the process of telling, teachers can appropriately add some vivid description and emotional rendering, so that students can have a deeper understanding of the plot and connotation of the story. At the same time, the teacher can also guide the students to analyze and discuss the plot and characters in the story, and to help them understand the philosophy contained in the story from multiple angles.

Then, the teacher can guide the students to combine the philosophy in the story with the political theory and thought in the chapter of "The World is universally connected". Teachers can point out that it is through observing and thinking about the connection between things that he can see the luck behind the misfortune, so as to maintain a peaceful mind and optimistic attitude. This way of thinking is exactly what learning political theory and thoughts need to have. On this basis, teachers can further guide students to understand the universal connection principle in political theory and thought. Teachers can point out that everything in the world is interrelated and affects each other, and there is no isolated thing. In political life, various political phenomena and political events are also interrelated and interacting with each other.

Therefore, it is necessary to treat political problems from the perspective of connection and analyze political phenomena, so as to better grasp the political laws and improve political literacy. By combining the traditional cultural story of "a blessing in disguise, a blessing" to guide students to understand the political theory thought in the chapter of "The World is universally connected", it can not only stimulate students' interest and initiative in learning, but also help them to understand political theory from a more in-depth and comprehensive perspective. At the same time, this teaching method can also cultivate students' sense of historical responsibility and national pride, and enhance their sense of identity and belonging to traditional culture.

#### **3.2 Explore the relationship between environmental protection and economic development, and deepen the students' dialectical thinking**

Environmental protection and economic development seem to be a contradiction, but in fact they complement each other. Through

an in-depth discussion of the relationship between the two, students can learn to analyze problems from multiple angles and levels, and no longer simply look at the world in black and white thinking. The cultivation of this dialectical thinking is not only helpful to improve students' political literacy, but also helps them to make wise decisions in the face of complex problems in their future life and work.

Taking the teaching design of the teaching version of high school politics "The World is universally connected" as an example, to discuss the relationship between environmental protection and economic development and deepen students' dialectical thinking, it is an important measure in the integration strategy of teaching and high school politics teaching. The implementation process of this strategy and its significance are detailed in the following with concrete examples. In the teaching of the chapter "The World is Universal connected", teachers can introduce the realistic and profound issue of environmental protection and economic development, as the entry point to guide students to deeply understand the principle of universal connection. Teachers can guide students to realize the complex relationship between the two by showing some specific cases of conflict between environmental protection and economic development, such as environmental problems caused by industrial pollution and ecological crisis caused by excessive exploitation of resources. These cases should be chosen as close as possible to the realities of students' lives so that they can resonate and trigger deep thinking. At the same time, teachers can also intuitively present the mutual influence and restriction relationship between environmental protection and economic development through data analysis and chart display, so as to help students form a comprehensive understanding of the problem.

After students have a preliminary understanding of the relationship between environmental protection and economic development, teachers can further guide them to explore the dialectical relationship between the two. Teachers can ask questions: "Is there a contradiction between environmental protection and economic development? If there is a contradiction, how to solve it?" Then organize students to conduct group discussions or role playing activities, let them exchange ideas and ideas in the interaction. In this way, students can have a deeper understanding of the internal connection and interaction between environmental protection and economic development, and realize that they are not completely opposite, but can promote each other and coordinate development under certain conditions. In the process of discussion, teachers should pay attention to guiding students to use the principle of universal connection to analyze the problems. Teachers can point out that the relationship between environmental protection and economic development is a complex system, which involves political, economic, cultural, social and other factors. These factors are interrelated and influence each other, which jointly constitute the dialectical relationship between environmental protection and economic development.

## Conclusion

Through the integration of teaching to do the idea of unity in high school political teaching, not only make "the world is universally connected" and other courses more vivid and more profound, but also effectively improve the students' practical ability and dialectical thinking. This teaching method breaks the traditional mode, enables students to deepen their understanding in the interaction, realizes the unity of knowledge and action, and lays a solid foundation for the cultivation of all-round development of good young people in the new era.

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