

Discussion on the Educational View of Spiral Ideological and Political Course——

Discussion on the Connection of Ideological and Political Courses in Colleges, Middle Schools and Primary Schools

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Abstracts: Ideological and political course is the key course to realize the fundamental task of building morality and cultivating people. The gradual and spiral opening of Ideological and political course in colleges, universities and primary schools is an important guarantee for training generation after generation of socialist builders and successors. To promote the connotative development of Ideological and political courses and improve the effectiveness and pertinence of ideological and political education as a whole, it is necessary to promote the gradient connection of teaching contents between various learning stages, strengthen the communication and interaction of teachers between different learning stages, and focus on the overall goal of building morality and cultivating people, so as to realize the seamless connection and effective advancement of the three learning stages of large, medium and small schools.

Keywords: Spiral Curriculum; Ideological and Political Courses; Join; Integrated

In March 18, 2019, general secretary Xi Jinping pointed out at the forum of teachers of ideological and political theory in the school: “to educate and foster the next generation well, to start from school and to start from the baby, it is imperative to set up ideological and political theory courses in a large and medium primary school.” It requires us to base ourselves on the basic task of the ideological and political education. We will develop the education and teaching of the three learning stages in an overall way, strengthen the seamless connection and effective advancement between the three learning stages, and comprehensively improve the moral education edification and value leading role of Ideological and political courses.

1. The development process of the integration of Ideological and political courses in colleges, universities and primary schools

1.1 Discussion on the integrated construction of ideological and political courses: the early stage of reform and opening up

In the early stage of reform and opening up, with the restoration of the college entrance examination system, the state realized that there were overlaps between the party history curriculum in colleges and the history curriculum in middle schools. Then in 1979, the Department of Political Theory Education of the Ministry of Education issued the Basic Situation and Existing Problems of Political Theory Courses in Colleges and Universities, which pointed out that “the division of labor and connection of political theory courses in colleges and middle schools should be solved”. The release of this document effectively solves the phenomenon of simple and repeated teaching contents in the construction of ideological and political course, and promotes the effective connection of teaching contents. The reform aimed at the repetition of teaching contents in universities and middle schools has become the logical starting point of the integration of Ideological and political courses, which is conducive to the later integration of Ideological and political courses.

1.2 Deepening the integration of Ideological and political courses: the beginning of reform and opening up —— the 18th CPC National Congress

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Since the reform and opening up, the integration of Ideological and political courses has further deepened and developed. In 1985, according to the physical and mental characteristics of young people, the CPC Central Committee formulated and issued the notice of the CPC Central Committee on reforming the teaching of ideological, moral and political theory courses in schools, which requires that the curriculum, teaching contents and teaching methods of ideological and political courses must be closely linked with the characteristics of young people's ideological, knowledge and psychological development in different periods, step by step, from shallow to deep. In 1994, Several Opinions of the CPC Central Committee on Further Strengthening and Improving School Moral Education pointed out: "it is necessary to scientifically plan the specific contents of each school segment, strengthen the connection between school segments, and avoid simple repetition or disconnection of contents." It is stipulated in the opinions on overall planning of moral education system in colleges, primary and secondary schools issued by the Ministry of Education in 2005 "For the design of moral education curriculum system, the formulation of moral education standards and the compilation of teaching materials in colleges, universities and primary schools, we should make overall development to ensure the effective connection of curriculum contents in colleges, middle schools and primary schools." In 2010, in order to further strengthen the quality of moral education, it was clearly proposed to build a moral education system with effective connection between colleges, universities and primary schools as the goal of future moral education reform. Since then, the ideological and political course reform has been carried out in an all-round way from point to area.

1.3 Innovation in the integrated construction of ideological and political courses: the 18th National Congress of the Communist Party of China —— so far

General Secretary Xi Jinping put forward specific requirements for the construction of ideological and political work in many investigation activities, pointing out the direction for the development of the ideological and political course in the new era, and putting the integration of ideological and political education into a new height. During the investigation of Peking University and Nankai University, they all stressed the need to strengthen the construction and development of Ideological and political course in China, and put forward new conclusions on the construction of ideological and political course. In December 2016, the general secretary proposed to improve the education of ideological and political courses and improve the affinity and pertinence of ideological and political education as a whole. On March 18, 2019, the general secretary held a special meeting to strengthen the construction of ideological and political courses, and clearly put forward that the ideological and political courses in three sections of primary, middle and primary schools should achieve integrated development. During the two sessions in 2021, the general secretary once again stressed: we should make good use of the 'great ideological and political course'.

Obviously, the integration of ideological and political courses is constantly developing and innovating. After long-term development, the integration of ideological and political courses has made great achievements. However, at present, the integration of Ideological and political courses in China still needs to be improved. The simple repetition of course content between different learning stages, the lack of communication and interaction between teaching subjects, and the disconnection of teaching goal orientation are still the "bottleneck" that restricts the effectiveness and pertinence of Ideological and political education. Therefore, deepening the understanding of the connection between the three advanced levels of colleges, universities and primary schools is the due requirement to improve the effectiveness and pertinence of ideological and political education.

2. The dilemma of the integration of ideological and political courses in colleges, universities and primary schools

2.1 The course content is simple and repeated

Although the relevant national education departments have revised the curriculum and teaching materials for many times and continuously promoted the development of strengthening the connection of curriculum content, there is still a simple repetition of the course content between different segments. The concept of "material and consciousness and the expression of their dialectical relationship, the essence and core of materialist dialectics, the relationship between cognition and practice, and the elaboration of productive forces and production relations in the senior high school textbook *Life and Philosophy*" are similar to the introduction to the *Basic Principles of Marxism*. There are some simple repetitions of the dialectical relationship between material and consciousness, the dialectical relationship between practice and cognition, human society and its development law. There is a simple repetition between the exposition of the national basic system in the high school textbook *Economy and Society* and the exposition of China's basic system in the middle school textbook *Morality and the Rule of Law*. Similar to this, the phenomenon of simple repetition of teaching content is also reflected in the teaching materials of primary school and junior middle school, junior middle school and senior high school.

2.2 The teaching subject lacks communication and interaction

At present, the phenomenon of "each doing his own thing" still exists in some ideological and political teachers in three stages of primary and secondary schools. Teachers do not have a deep understanding of the teaching contents, teaching objectives and teaching methods of the adjacent sections, and the overall grasp of the educational objectives is not strong enough. The lack of communication and interaction between teachers in different learning stages is easy to grasp the strength and depth of teaching, resulting in simple repetition or fault of teaching content, which is not conducive to students to build a systematic knowledge system and restrict the development of Ideological and political education, so as to reduce the affinity and effectiveness of ideological and political education.

2.3 The overall goal orientation of soul casting and education in each school stage is out of touch

Although there are great differences in teaching content, teaching objectives, teaching design and so on. However, the main melody and educational theme of education and teaching at all stages are exactly the same, and both undertake the common mission of cultivating socialist builders and successors. The Opinions clearly states: “overall plan the objectives of Ideological and political courses. We should open ideological and political courses in colleges, universities and primary schools step by step and spirally, guide students to become adults and become talents, and cultivate patriotism, so as to consciously integrate patriotism, strengthening national aspirations and serving the country into adhering to and developing the cause of socialism with Chinese characteristics and building a modern socialist power.” At present, due to the influence of examination oriented education mechanism, ideological and political courses in some primary and secondary schools mainly focus on theoretical indoctrination, and neglect the moral education and value guidance of students. Although universities lead and edify students’ three outlooks and personality quality, they often fail to meet the standard because of insufficient theoretical shaping. In addition, emphasizing theoretical indoctrination rather than practical education in teaching is also an important factor restricting the improvement of the effect of ideological and political education, which hinders the exertion of the effect of ideological and political education.

3. Practical measures to improve the effectiveness and pertinence of ideological and political education

To improve the effectiveness and pertinence of ideological and political education as a whole and give full play to the overall educational effect of ideological and political education, it is necessary to promote the ideological and political teaching in the three learning stages to deepen layer by layer and realize the gradient spiral development. Therefore, we can make comprehensive efforts from three dimensions: promoting the in-depth connection of teaching contents, strengthening the communication and interaction between teachers in different stages, and promoting the teaching objectives of each stage, as well as focusing on the overall goal of building morality and cultivating people.

3.1 Enhancing the effective advancement of teaching content and promoting the seamless connection of teaching content

The overall design of the teaching contents of the three sections is a key move to realize the integrated development of Ideological and political courses in colleges, universities and primary schools, which is conducive to reducing the simple repetition of the contents. At present, the content design of Ideological and political course between different stages is in a relatively independent state, lacking systematic design and overall development. The integrated construction of Ideological and political course should deal with the relationship between segmented design of course content and systematic development. First of all, the national education department should fully do the top-level design between different segments and different curriculum contents, uniformly carry out the design of curriculum contents, and comprehensively formulate the educational objectives that are different and interrelated between different segments and courses. Secondly, we should fully tap the key points of the moral education content of the ideological and political course in the three stages, and build an education system suitable for the physical and mental development of students and the theme of the times. We should not only realize the vertical connection between the upper and lower school stages, but also realize the horizontal connection between different courses.

3.2 Coordinating the construction of teachers and strengthening the communication and interaction between teachers

“Fully mobilizing teachers” enthusiasm and initiative in teaching and stimulating teachers’ creativity is the key to developing ideological and political courses”. To improve the educational level of Ideological and political courses as a whole, we need to strengthen the communication and interaction between teachers in different stages and different courses, and build a team of teachers with high theory, deep feelings and wide knowledge. First of all, the national education department should create a dialogue platform for mutual communication and common communication among teachers, so that teachers from different stages can fully discuss and prepare lessons collectively. Secondly, local departments in charge of education at all levels should establish integrated construction guidance groups or guidance centers, regularly organize teachers from different segments to communicate and carry out training activities, so that teachers between vertical segments and horizontal disciplines can better understand teaching contents, teaching methods and teaching objectives. Finally, every ideological and political teacher should strive to improve his comprehensive quality, strengthen his own construction in accordance with the six requirements of general secretary Xi Jinping for ideological and political teachers, and comprehensively strengthen the faculty’s ability and quality building, so as to provide guarantee for the integration of Ideological and political courses.

3.3 Focusing on the overall goal of cultivating people and finding out the maximum common divisor of educating people

Although the education methods and stage objectives of ideological and political course will be different and focused in different learning stages, the ultimate direction of ideological and political course education in each learning stage is the same, which is to cultivate new people of the times with all-round development for socialist construction. Therefore, the ideological and political course of each school section should not only carry out the teaching design uniformly around this goal, but also be based on the differences of different teaching sections, adhere to taking students as the main body, and improve the pertinence of the educational effect of Ideological and political course. At the same time, we should coordinate the relationship between the stage goal and the ultimate goal, unify the stage education goal with the general goal of

building morality and cultivating people, and improve the effectiveness of soul building education in Ideological and political courses as a whole.

In order to maximize the effect of ideological and political education, we need to organically coordinate the relationship between the whole staff, the whole process and all-round organic education. We should not only give full play to the leading role of Ideological and political courses, but also give full play to the silent auxiliary effect of ideological and political education. On the one hand, to enhance the role of the main position of school education, we should not only give full play to the moral education and value leading role of ideological and political courses, but also give full play to the ideological and political effects of other courses and tap the educational factors in other courses. On the other hand, it is more necessary to mobilize the enthusiasm of social classroom education, make families, communities, organizations and other subjects work together, build a horizontal collaborative and vertical education community, and improve the effectiveness and pertinence of Ideological and political education as a whole.

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