

An Analysis of the Differences in Ideological and Political Education between China and Italy

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Abstract: With the development of globalization, the world has become an integrity and the integration of cultures is inevitable. How should China improve its soft power to enhance its competitive advantages? How to keep the country's talents from drifting away in the wave of globalization? The solution to these problems is closely related to China's ideological and political education. The main purpose of this paper is to analyze the differences between Italian civic education and Chinese ideological and political education in terms of content, objectives, methods and modes, and to gradually analyze the reasons for the differences in order to improve the development of ideological and political education with "Chinese characteristics".

Keywords: China; Italy; Ideological and Political Education; Differences; Comparative Study

Introduction

Ideological and political education, as a way of education in which a society or organization influences its members in a planned and purposeful manner through certain methods to make them conform to the moral norms required by the society, should also follow the historical trend and make full use of the international environment to optimize the ideological and political education model in China, so as to find an education method that can adapt to the development model of our society and ultimately achieve the purpose of educating people and perfecting ideological and political education with Chinese characteristics. In this paper, by comparing the differences between the ideological and political education in China, more inspiration is given to China in terms of ideological and political education.

1. Differences in ideological and political education between China and Italy

1.1 Differences in content

As a socialist country, China's ideological and political education is mainly guided by Marxism, combined with Chinese reality, and focuses on national interests. It mainly includes: education on political theory; education on ideology and morality; education on the Party's line, guidelines and policies; education on democracy, the legal system and discipline. Italy, on the other hand, as an old capitalist country, focuses on civic education in terms of ideological and political education. Its main components are: interest in social life, active and responsible participation in social life, and the guarantee of social values for public welfare activities.

Chinese ideological and political education is highly purposeful and is mainly carried out through political propaganda, using the line and guidelines formulated by the Party in various periods as propaganda content to educate the general public ideologically, while in the education of democracy, the legal system and discipline, the unification of legal education and moral education is advocated, ultimately achieving a harmonious society. From 1861 to the beginning of the 20th century, due to the constant change of regime in Italy, it was often difficult for the government to build a sense of national belonging and identity in the minds of the Italian people, which created an opportunity for Catholicism to spread religious values through moral preaching, resulting in a long period of civic education in Italy in the form of religious education for the people by the Catholic Church.

1.2 Differences in models and methods

The Chinese model of ideological and political education mainly involves education through conducting political science and history classes, which are mainly based on the contents of books. However, the Italian model of civic education includes the introduction of civic education courses, practical civic education activities carried out by schools in association with pluralistic organizations, and the expansion of non-school civic education paths, which are mainly experiential in nature, strengthening students' civic awareness, stimulating their inner thinking and shaping their personal moral character.

Secondly, in terms of content, our ideological and political education emphasizes 'family and nation', with a greater focus on collective and social values, as evidenced by the emphasis on civic responsibility and duty. In Italy, more emphasis is placed on the guidance of

citizens' sense of freedom and democracy, the cultivation of personal sentiment and the sense of national solidarity.

2. Reasons for the differences in ideological and political education between Chinese meanings

2.1 Historical and cultural factors

Italy is the cradle of European peoples and cultures, having given birth to the Roman culture and the Etruscan civilization, and its capital, Rome, was for centuries the political centre of the Western world. But the Middle Ages were a dark period in Italian history, with the fall of the Roman Empire, the rule of feudal lords, foreign invasions and the division of the territory into smaller free city-states by the earlier European states. Italy was then divided and invaded by foreigners before being united in 1870. In addition, Italy, as one of the places where European civilization was spread, has a rich cultural heritage.

In terms of its origins, Chinese culture (especially Confucianism) was born out of a love and concern for the realities of life, and is essentially a philosophy of life that is centred on the humanistic spirit of the present. The spirit of Chinese culture of "taking the world as one's duty and worrying about the country and the people" has had a great impact on ideological and political education in terms of patriotic education and the emphasis on the interests of the country, the nation and the people above all else.

2.2 Economic system factor

Italy, as an old capitalist country,. Medical care: Under the Italian medical system, all Italian citizens enjoy publicly funded medical care for life. When seeking medical treatment locally, those who have medical insurance are covered by their insurance company; those who do not have medical insurance can be treated free of charge at church hospitals belonging to the Catholic Church for chronic illnesses and at both state and church hospitals for acute illnesses. The Church does not ask for the nationality or status of the patient, and no other country in the world has this benefit system except Italy. Housing: Italians have the most comfortable housing in the world, with one of the highest housing areas per capita, and the greenery and public sanitation are very satisfactory, thanks to the government's emphasis on environmental protection. Thanks to the richness of social resources, Italy has been able to diversify its approach to civic education, which citizens are able to experience in their daily lives.

In order to maintain a stable political and social development, the mainstream ideology of ideological education is more submissive and harmonious, allowing the educated to independently distinguish between good and evil.

3. The inspiration from Italian civic education for China's ideological and political education

On the whole, civic education in Italy has developed from an "informal" to a "policy-oriented" direction, and from a "single school curriculum" to a "pluralistic subject participation" direction. "These successful experiences are of great significance in improving and supplementing the shortcomings and gaps in China's ideological and political education.

3.1 From "informalisation" to "institutionalisation of policy"

Throughout its development, civic education in Italy has gradually moved from being a practical activity between the government and the Catholic Church to a state-led "policy-oriented" practical activity. The process of moving from 'informalisation' to 'institutionalisation of policy' in Italian civic education was also the process of establishing governmental dominance. Although there is a gap between the "top-level design" and the concrete implementation of civic education in Italy, such as the lack of strict implementation of planning in terms of class time, assessment and teaching materials, the direction, planning and standardisation of civic education have been improved and the effectiveness of civic education has been enhanced.

The modernisation process of the ideological and political education governance system is inseparable from the construction of systematic and complete, scientific and standardised, effective institutional mechanisms. In the face of the general trend of China's reform and development, the real needs of education development and the new characteristics of ideological and political education practice, further enriching and improving the institutional mechanism of ideological and political education, making ideological and political education practice more in line with the laws, meeting the development requirements of ideological and political education practice, further summarising experience and laws, and using them to better guide and regulate ideological and political education practice activities, are all ideological and political education governance The modernization of the ideological and political education system is the right thing to do.

3.2 From "monolithic school curriculum" to "pluralistic participation"

As civic education was gradually led by the government, the subjects of civic education in Italy gradually became more pluralistic under new historical conditions, showing a shift from a "monolithic school curriculum" to a "pluralistic subject participation". In the early years, civic education in Italy took the form of a single school curriculum, in which students were taught the Constitution, laws and regulations, and the relevant civic codes. However, with the development of the economy and society, this single school-based form of civic education has been criticised from various quarters, with the criticism focusing on the fact that civic education based on the school curriculum, with its simple memorisation and recitation of relevant laws and regulations and civic codes, was difficult to establish a proper sense of citizenship among students.

Therefore, China's ideological and political education also needs to change its thinking and implement a series of policies for the joint participation of multiple subjects in the governance of civic education, so as to form an interactive pattern of multiple subjects with a shared governance mindset, better regulate all aspects of education, integrate all elements, and establish the educational concept of "all-round education of all staff and all processes", so as to The "shared governance" seeks "good governance".

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