

The necessity of integrating middle school history into bioethics education

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Abstract: from the perspective of the objectives and requirements of middle school history education and teaching, ideological education, learning segment cohesion, content arrangement and other aspects, it is necessary for middle school history education and teaching to integrate bioethics education, which is a necessary means to give full play to the disciplinary advantages and implement the educational objectives. Moreover, carrying out bioethics education with respect for nature, love of life and harmonious coexistence as the core concepts has theoretical and practical significance of value shaping and implementing the construction of ecological civilization.

Key words: history teaching; Bioethics education; Ecological civilization

In the 21st century, mankind is facing unprecedented environmental challenges. "About 100 species of organisms are extinct every day, and this rate will double in the next few decades." Therefore, the research and education of ecological civilization construction based on bioethics education has important practical value and significance. Bioethics or habitat ethics, both of which belong to the category of philosophical ethics, is a theory that elevates the contents of environmental education and ecological civilization education to the height of ethics. "Habitat ethics takes habitat as the internal yardstick to explore the reconstruction of contemporary ethics." The habitat problem facing mankind needs the intervention of ethics. Therefore, "Habitat ethics begins with the reconstruction of human nature theory and ends with ethical education. The latter is not only talent education, but also adult education."

1. Integrating education and teaching into bioethics education is an important means

The essence of education is to cultivate real people, not just impart knowledge and cultivate skills, but to cultivate people with sound personality. Bioethics education is the education of human existence choice, which is ultimately implemented in the education of how to treat nature and how to survive. The subject of history undertakes the important task of cultivating middle school students' world outlook, outlook on life and values, or the cultivation of emotional attitudes and values, or the cultivation of historical materialism and feelings of family and country, which ultimately belongs to the education of people themselves. The education of prevention ethics, treatment ethics, reconstruction ethics and so on in bioethics is the educational concept that points to people's ultimate concern. The essence of bioethics education is personality education. Education is an important means of disaster prevention, and the best place for bioethics education is school. Therefore, carrying out bioethics education in schools should be fully valued as a basic strategy. School education, especially basic education, should incorporate bioethics education into its curriculum system, rely on educational materials, and carry out comprehensive ethics education.

Songxuejiao, a postgraduate student of Shaanxi Normal University, sent questionnaires to four middle schools in three regions of Shenzhen, Xi'an and Xinjiang to investigate the integration of geography into disaster ethics education. The conclusions are contradictory: students generally have a certain sense of disaster relief and responsibility, and can pay more attention to and support the collective interests, Realized the truth of "above life". But at the same time, they are quite unfamiliar with bioethics. Tianshui Normal University Postgraduates and Wen Juan conducted a questionnaire survey and interviews with teachers and students of the internship school on the integration of ecological civilization into middle school history teaching. Through the analysis and investigation of the questionnaire conclusion, it can be seen that students' awareness of ecological environment and environmental protection still has great room to improve; As important parents and students in social groups, it is also important to carry out ecological civilization education for them, provide their attention to environmental issues, and popularize relevant knowledge; In the classroom or in other teaching activities, history teachers' teaching of disaster history, environmental problems and other related content is rarely related to reality, that is, it is not closely linked with reality, and the perspective and depth of the analysis and interpretation of related issues are still not enough, etc. The author has been in front-line teaching experience and many years of internship guidance experience in middle school, and the above conclusion is basically consistent with my actual observation. It can be seen that there are deficiencies in environmental protection, ecological civilization and other education, while bioethics education is even more inadequate. From this point of view, the value orientation of education and the attention of education practice to life itself are missing in varying degrees, and the concepts of being kind to nature, respecting life, fearing life and thanking life have not been effectively formed.

2. Integrating history teaching into ecological civilization education in middle school is the goal and requirement

The 18th CPC National Congress brought the construction of ecological civilization into the national five in one strategy. Ecological

civilization is the ethical form of harmonious coexistence between man and nature and society. The construction of ecological civilization is to realize the harmony and symbiosis between man and nature. Ecological civilization construction is inseparable from ecological civilization education, and bioethics is an important part of ecological civilization education. The goal pursuit and value pursuit of bioethics education are completely consistent with the requirements of ecological civilization, or bioethics education is a means, and its ultimate goal is ecological civilization.

Both the history curriculum standard at the beginning of this century and the latest history curriculum standard for compulsory education (2022 version) and the history curriculum standard for senior high schools (2017 version and 2020 Revision) have made clear the requirements of emphasizing ideological education and the objectives of integrating ecological civilization and bioethics education.

“Compulsory education history curriculum standard (2022 version)” points out that “we should organically integrate major theme education such as advanced socialist culture, revolutionary culture, excellent traditional Chinese culture, national security, life safety and health into the curriculum and enhance the ideological nature of the curriculum.”

In the “basic principles” of the “preface”, the “history curriculum standards for senior high schools” revised in 2020 after being formulated by the Ministry of education in 2017, clearly pointed out that we should strengthen the education of ecological civilization and other aspects, “cultivate good political quality, moral quality and sound personality... Guide students to form a correct world outlook, outlook on life and values.” Of which, The “academic requirements” of the activity class on the theme of “investigating foreign crops in Chinese history” also pointed out that: “Be able to further understand the relationship between economic activities and society, science and technology and life, deepen the understanding of the harmonious development of man and nature, man and society, firmly establish the socialist concept of ecological civilization, consciously develop the good quality of loving nature, labor, life, motherland and life, and strive to promote the harmonious development of man and nature and build a beautiful ChinaForce. “ Obviously, both the junior high school history curriculum standard and the senior high school history curriculum standard have made clear the requirements of carrying out and strengthening ecological civilization education, cultivating students’ consciousness of loving nature, harmony between man and earth and the consciousness of striving for harmony between man and earth.

In combination with the requirements of the above curriculum standards and the functions of the curriculum standards, it is necessary and necessary for the history teaching in middle schools to integrate bioethics education.

3. Giving full play to the long board of bioethics education in history reflects the organic nature of Ideological Education

Any ideological education can not be mechanical, it is difficult to copy mechanically to achieve the educational effect, and it is difficult to achieve the teaching goal of natural education. While emphasizing or respecting the organic integration of learning laws and accepting laws can moisten things silently, which is naturally worth advocating. The teaching content, educational philosophy, value pursuit and goal requirements of the history course in middle school are highly consistent, which provides important support and field for the development of bioethics education.

History is all encompassing, including philosophy, ideology, culture, science and technology, education, politics, military, geography, health, customs and social life. The rich historical content at all times and in all countries facilitates the development of ecological civilization education, which can provide both sufficient knowledge materials and rich teaching cases.

The integration of bioethics education in history teaching is determined by the disciplinary characteristics of history, which fully reflects and interprets the disciplinary advantages of history.

4. Carrying out bioethics education in middle school history teaching is the requirement for the convergence of learning stages

What is the content of bioethics education? Bioethics education should focus on prevention ethics, treatment ethics, reconstruction ethics and other aspects. Life education should be a whole person education covering natural life education, spiritual life education and social life education. Because of the different levels of knowledge, bioethics education in schools should be carried out in sections and levels. For example, at the primary school stage, the basic method is mainly ethical experience and ethical action. Takes learning to be a man as the educational goal, and the content of education is mainly on life cognition and the formation of good living habits; At the middle school stage, it should rise to the level of civic awareness education, emphasize civic responsibility and obligation, and carry out thematic education activities in the form of ethical experience judgment; At the university stage, we should pay attention to the construction of “moral philosophy”, carry out the guidance education of ethical norms and the education of habitat wisdom.

Bioethics education runs through the whole process of education. It is in line with the basic laws and requirements of education to carry out different levels of educational content and objectives suitable for the mental characteristics of different learning stages, step by step, and continue to deepen, forming the concept and spirit of human land harmony and ecological civilization. Carrying out bioethics education in middle school will lay an important foundation for further receiving relevant education in the future.

As Tao Xingzhi said, “we can teach what life needs.” Teaching the “needs” of life should be the most fundamental and main duty of

education.

5. The integration of middle school history teaching into bioethics education coincides with the intention of textbook content compilation

In middle school history teaching, there are many contents that are consistent with bioethics education. On the one hand, it provides the possibility and field for carrying out ethics education, on the other hand, it is also conducive to organically but not mechanically and rigidly implanting value education. Further, this is also the specific practice of implementing the requirements of the curriculum standards, that is, “enhancing the ideological nature of the curriculum”. According to this perspective, from the middle school history textbooks, we should give full play to the role of historical materials with the significance of ideological education, and give better play to the effectiveness of education, which not only reflects the main intention of the compiler, but also effectively implements the fundamental educational policy of Building Morality and cultivating people. Taking the history of thought as the target object, the following are some examples of carrying out bioethics education and ecological civilization education at the convergence point:

Textbook content

5.1 A hundred schools of thought contend

Meeting point: Lao Tzu “man follows the earth, earth follows the heaven, heaven follows the Tao, and Tao follows the nature.” Xunzi in the Tao Te Ching said, “heaven has its way. It does not exist for Yao or die for Jie.” On heavenContent of the textbook: a hundred schools of thought contend. Point of convergence: Lao Tzu: “man follows the earth, the earth follows the heaven, the heaven follows the Tao, and the Tao follows the nature.” Tao Te Ching

Xunzi: “heaven has its way, not for Yao to survive, not for Jie to perish.” On heaven

Value education: respect for nature.

5.2 Unification of Han Dynasty

Convergence point: “the heaven also has the spirit of joy and anger and the heart of sadness and joy, which is opposite to human beings. With the same kind, the heaven and human beings are one.” “The disaster is the scourge of heaven. The difference is the power of heaven.” Dongzhongshu’s spring and autumn blossoms, yin and Yang righteousness

“Those who are good at speaking about heaven will respond to people. Those who are good at speaking about the past will be verified in the present. Those who are good at speaking about Qi will be revealed in things. Those who are good at speaking about heaven and earth will be transformed by heaven and earth. Those who are good at speaking about the changes of words will understand the principles of gods and gods.” Yellow Emperor’s Internal Classic - plain question

Value education: harmony between man and land

5.3 Neo Confucianism in song and Ming Dynasties

Point of convergence: Zhang Zai: “the great virtue of heaven and earth is to be born, and the one based on biology is the heart of heaven and earth.” Zhang Zai Ji: Hengqu Yi Shuo

Zhu Xi: “the heaven and earth are also based on biology. And the life of characters is also based on the heart of heaven and earth.” Ren Shuo

Value education: harmony between man and nature

5.4 An era of peaceful development and win-win cooperation

Convergence point: security issues and challenges facing mankind. Paris Agreement on climate change. Value education: ecological civilization construction

Protagoras, the sage of ancient Greece, “man is the yardstick of all things”. On truth.

Kant, the founder of German classical philosophy: “man made natural legislation”.

Engels: “we should not be too intoxicated with our human victory over nature. For every such victory, nature retaliates against us.” Complete works of Marx and Engels (Volume 20)

twentieth centuryexistentialismHeidegger, the founder of philosophy: “nature legislates for man.”

Value education: the relationship between man and nature: discussion and debate.

While absorbing its rational and scientific elements, the above ideas also need scientific criticism and rational criticism. Any kind of thought is rational, progressive and scientific. For example, the humanistic spiritual value of “man is the yardstick of value” needs to be approved.

The teaching contents and objectives of history course in middle school are the basis and necessity of carrying out bioethics education. Of course, it is difficult to understand the history of thought. In addition to paying attention to how to penetrate and integrate organically in teaching, we also need to grasp its educational philosophy and depth. In the middle school stage, the focus still needs to be placed on

the historical facts of the history of disasters and epidemics and ecological and environmental problems, so as to think about and build ecological civilization concepts such as respect for nature, respect for life and harmony between man and earth, which generally should less involve the content of ecological ethics.

6. Conclusion

It has been the consensus of Chinese and foreign scholars that the root cause of fragile environmental degradation lies in people. Starting with the education of human beings, it can be said that it is the fundamental policy. Human land harmony or sustainable development and ecological civilization construction are the solutions, and also the core idea and value goal of bioethics reconstruction.

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