

# Research on the rationale of connotation for Curriculum-based Political and Virtuous Awareness& its construction direction

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**Abstract:** On May 28, 2020, the Ministry of Education of China issued the Guidelines for the Construction of Curriculum-based Political and Virtuous Awareness in Higher Education Institutions (No. [2020] 3)(hereafter, the Guidelines), Curriculum-Based Political and Virtuous Awareness(hereafter CBPVA) has become an important indicator for the development of ideological and political education in China in the new era. So, what is CBPVA, how to define CBPVA accurately, which direction should the construction of CBPVA develop, has become a hot research topic in academic circles. This study will use the research synthesis method to systematically analyze and study the literature, aiming to grasp the connotation of CBPVA and the rationale of the construction direction in a more comprehensive, holistic and perfect way, so as to lay a solid foundation for the research of CBPVA. The research shows that the CBPVA is a kind of moral education in essence, which emphasizes cooperative education in concept, pluralism and unification in structure, recessive education in method and scientific innovation in thinking. The construction of CBPVA needs to grasp the construction of teachers, curriculum construction and classroom teaching, and give full play to the role of “main force”, “main battlefield” and “main channel” of CBPVA,and comprehensively promote the construction of CBPVA in the new era.

**Key Words:** CBPVA; Connotation; Construction Direction

## 1. Introduction

The concept of “CBPVA” was first proposed by the Shanghai Municipal Education Commission in 2014. It has been explored and implemented in Shanghai colleges and universities, and it also has introduced relevant special construction plans, which ensured the promotion and construction of CBPVA from the system, and has achieved good results. There is no doubt that CBPVA education has become an important indicator of the development of ideological and political education in the new era of China. Then what is CBPVA, how to accurately position or define CBPVA? In which direction should the construction of CBPVA develop? This study will use the research synthesis method to systematically analyze and study the literature, aiming to grasp the connotation of CBPVA and the rationale of the construction direction in a more comprehensive, holistic and perfect way, so as to lay a solid foundation for the research of CBPVA.

## 2. Connotation on CBPVA

Han Xianzhou, Secretary of the Party Committee of Capital University of Economics and Business, believes that although CBPVA is a scientific concept, its essential connotation has not yet formed a more authoritative consensus. Some views hold that the CBPVA education is mainly aimed at the courses outside the course of ideological and political education and advocate that the CBPVA education and ideological and political education go together. Some point of view that CBPVA is a kind of idea, the main body is involved in all courses. The fundamental reason for the existence of these CBPVA views lies in the lack of preparation for the connotation of CBPVA.

According to the Baidu encyclopedia, it refers to “to build a full people, full process, full course educational pattern which will be in the form of various with the direction of ideological and political theory, to form a synergistic effect, it is a comprehensive educational concept that regards “building morality and cultivating people” as the fundamental task of education. It is clearly pointed out in the Guidelines that “to carry out the fundamental task of building morality and cultivating people, we must integrate the three aspects of value shaping, knowledge impartation and ability training into one and cannot be separated. Wang Xuejian&Shi Yan proposed CBPVA integrate ideological and political education elements into all courses, including theoretical knowledge, value concepts and spiritual pursuit of ideological and political education, and influence students’ ideological consciousness and behavior in a subtle way.

### 2.1 CBPVA in Essence

In essence, CBPVA is a kind of moral education, the ultimate purpose of which is to realize moral education and cultivate people. Han Xianzhou stated that the most essential connotation of CBPVA is “based on the curriculum, follow the law of knowledge imparts, highlight the value of ideological and political guidance, give full play to the role of the main channel of the classroom, and improve the quality of talent training in the new era”. The premise of educating people is to cultivate morality. “Morality” precedes “people”, and without “morality” there is no “people”. Since ancient times, China’s educational tradition has been the organic unity of inheritance, teaching, dispelling doubts and educating people. Han Yu’s classic prose “Teacher said” in the Tang Dynasty mentioned: teachers, so preaching, teaching and dispelling doubts. What is Tao? The “Tao” in Han Yu’s article refers to the way of thinking and morality, the way of life, etc., that is, the world outlook, outlook on life and values, which can also be understood as the way of Confucianism. “Preaching” requires teachers to teach by deeds and words, and to cultivate students’ personality qualities while imparting knowledge. For students, teachers have an extremely important impact on their healthy growth and personality development, which requires teachers to motivate and encourage students in terms of emotion, attitude and values, cultivate students’ independent personality, and establish students’ correct outlook on life, values and world outlook. In the end, CBPVA is to work, and the key is to solve “cultivating what kind of a person”, “how to train a person”, the core

issue of “who to train a person”, this is a fine tradition of the Communist Party of China and the state and all work required to ensure that the red political lifeline, is for the cause of socialism with Chinese characteristics to cultivate qualified builders and reliable successors. As education, CBPVA and the cultivation of talents will not become disjointed of two pieces of skins, to separate, and of course education is the ideological and political education and talent cultivation of organic dialectical to unify, the teaching, students’ growth and the ideological and political education should be united. Through the whole process of cultivating people through moral education, with ideological and political education to guide the personnel training project, for the Party and the country to train pillars of talent. Therefore, to comprehensively promote the CBPVA construction is to guide the values in the teaching of knowledge and ability training, to help students shape the correct world outlook, outlook on life and values.

## 2.2 CBPVA in Concept

From the perspective of Concept, CBPVA emphasizes collaborative education. “Other courses should keep a good channel, good responsibility field, so that all kinds of courses and ideological and political theory courses are in the same direction, hence to form a synergistic effect”. The purpose of CBPVA is to realize the same direction of other courses and ideological and political theory courses, to build a cooperative education mechanism, to break the pattern of knowledge education system and ideological and political education, and to remove the phenomenon of “two skins” in the process of talent training. Course education practice is knowledge education system and the dialectical unity between the ideological and political education, the teaching, students’ growth and the organic integration of ideological and political work, internalize to education in all areas, each aspect and each link, achieve to cultivate people as the core, to moral as the fundamental, with ideological and political education to guide the personnel training project, to build a three-whole (all - round) education pattern.

## 2.3 CBPVA in Structure

From the perspective of structure, CBPVA is diversified and unified. It is clearly pointed out in the Guidelines that “value shaping, knowledge impartation and ability training must be integrated and inseparable to carry out the fundamental task of building morality and cultivating people”, which clarifies the multivariate unification among value modeling, knowledge imparting and ability training. The accurate expression points out for educator the relationship among value, knowledge and ability, which clears the most essential connotation of CBPVA. Value shaping is the primary project of educational work. In order to fully integrate value shaping into the process of knowledge teaching and ability training, it is necessary to fully explore the ideological and political elements contained in all kinds of courses, so as to implement CBPVA that dissolve salt in water, and effectively achieve educational results. During a discussion between teachers and students at Peking University on May 2, 2018, in the Speech at the Teachers and Students Symposium of Peking University it stressed that, “We should take the effect of establishing morality and cultivating people as the fundamental standard to test all the work of the school, and truly achieve the goal of being a cultural person and a moral person. We should constantly improve the students’ ideological level, political awareness, moral quality, and cultural accomplishment, and achieve the goal of showing great virtue, abiding by public morality, and being strict with private morality”, “be patriotic, loyal to the motherland, loyal to the people”, “be inspirational, ambitious, and a striver”, “have ideals, knowledge, and talents”, “practice hard, combine knowledge with practice, and be a doer”. The spirit of the speech pointed out the way forward for colleges and universities to resolutely complete the fundamental task of building morality and cultivating people, that is, value building is the core task of building morality and cultivating people.

## 2.4 CBPVA in Methods

In terms of methods, CBPVA is recessive education. The Guidelines clearly points out that “all kinds of courses and ideological and political courses should go hand in hand, and explicit education and implicit education should be unified to form a synergistic effect”. CBPVA is based on the fundamental task of establishing morality and cultivating people. All kinds of professional courses should combine political identity, national consciousness, cultural self-confidence, personality cultivation and other ideological and political orientations with knowledge impartation and ability cultivation of various courses in a way consistent with their own characteristics, through the reform of professional teaching objectives, curriculum teaching objectives, curriculum teaching content, curriculum teaching mode, etc., to achieve the organic integration of explicit ideological and political education and implicit CBPVA education, change the main direction of previous teaching to impart knowledge and cultivate ability, integrate ideological and political education into the whole process and all sectors of education and teaching, and achieve the educational effect of salt dissolved in water and natural absorption. This will make up for the lack of professional curriculum teaching in the link of educating people, make the same direction of educating people come true, and form a synergistic effect with the dominant ideological and political education.

## 2.5 CBPVA in Thinking

From the perspective of thinking, CBPVA is a scientific innovation. Wang Xuejian& Shi Yan proposed that CBPVA is in an era of great social change and cultural prosperity. Therefore, CBPVA education should establish both scientific thinking and innovative thinking. Four Correct Understandings were proposed, which tell us “Have a correct understanding of the world and China’s development trend”, “Have a correct understanding of Chinese characteristics and international comparison”, “Have a correct understanding of the responsibility of the times and historical mission”, “Have a correct understanding of lofty aspirations and down-to-earth”. These four correct understandings tell us that we should learn to look at, analyze and solve problems with correct positions, viewpoints and methods, be good at identifying the direction of history and the development of the times, correctly grasp the mainstream of world development, see the essence of world development through phenomena, and learn to treat things with the thinking of historical materialism and dialectical materialism. The implementation of CBPVA reflects a scientific and innovative thinking. At present, the international situation is severe and complex, the struggle in the field of social ideology is fierce, and various Western societies, cultures and even political thoughts are constantly pouring in and invading, so education is particularly important. It is the front

position to resist various kinds of erosion. We should help students learn to analyze problems with the stand, view, and method of Marxism, so that they can build a solid ideological defense and consciously resist all kinds of wrong thoughts and statements. It lights up the ideal lamp for students, brightens the way forward, encourages them to establish lofty ideals and beliefs, and integrates their personal ideal pursuit into the great cause of the Chinese nation. Colleges and universities are an important force to lead the social trend of thought. We must stick to the highland of ideology, otherwise all kinds of wrong anti-Marxist ideas will take advantage of the weakness. The proposition of CBPVA emphasizes that while the dominant ideological and political education, it is also necessary to integrate the implicit CBPVA education, and build a large pattern of all-round education in the whole process, which has not been paid attention to in the field of ideological and political education in colleges and universities in the past, and is an innovation of ideological and political education.

### 3. Construction Direction for CBPVA

The Guidelines clearly proposed, the direction of CBPVA construction is “to firmly grasp the main force of teachers, the main battlefield of curriculum construction, and the main channel of classroom teaching, so that all universities, all teachers, and all courses can take the responsibility of educating people.” Therefore, the teacher team, curriculum construction and classroom teaching are the directions that need to be firmly grasped by the CBPVA construction, and play the role of “main force”, “main battlefield” and “main channel” to comprehensively promote the CBPVA construction in the new era.

#### 3.1 Teaching Team

The “main force” of CBPVA education is the teaching team, so it is particularly important to build a high-quality curriculum CBPVA education professional teaching team. Because teachers are the key to comprehensively promote the implementation of CBPVA, and the key force to implement moral cultivation and soul cultivation, which will have an important impact on students’ lives.

What should colleges and universities do about professional teachers? First, cultivate professional teachers’ CBPVA and responsibility. In the talent training system stipulated by the Ministry of Education, there are special courses related to ideological and political education. Professional teachers generally believe that ideological and political education is the task of ideological and political teachers and does not belong to their professional fields, which leads to the situation that they do not attach importance to CBPVA education. Therefore, it is urgent to strengthen the cultivation of professional teachers’ CBPVA. The essence of both professional teachers and ideological and political teachers is to educate people, so ideological and political education itself is the mission of teachers. As a professional teacher, we should realize the importance and urgency of ideological and political education. Schools can organize professional teachers to learn the relevant documents and policies of the Party and the State on CBPVA education through training, meetings, lectures and other forms, so as to cultivate professional teachers’ basic understanding of the implementation of CBPVA education from the source, consciously establish CBPVA in classroom teaching and put it into practice. Second, strengthen the ideological and political theory literacy of professional teachers. In the past, professional teachers paid more attention to the cultivation of discipline professional quality and lacked a systematic understanding of ideological and political quality. The implementation of CBPVA is to organically integrate the ideological and political elements into the teaching content of the curriculum. If there is no understanding of the ideological and political elements, the implementation of CBPVA will be impossible. Therefore, the school should strengthen the cultivation of professional teachers’ ideological and political literacy, which can be improved by supporting professional teachers to participate in relevant seminars or training courses to carry out systematic, multi-level and three-dimensional cultivation. Third, encourage professional teachers to pair up with ideological and political education teachers, and give play to the leading role of ideological and political education teachers in the professional field of disciplines. Professional teachers should strengthen communication with ideological and political education teachers, so as to grasp the core and most critical ideological and political content in the field of ideological and political education as soon as possible, firm the correct political direction, improve ideological and political theory literacy, and go together with ideological and political education teachers.

#### 3.2 Curriculum Construction

The “main battlefield” of CBPVA education is curriculum construction. At the National Education Conference in 2018, it was proposed to integrate moral education, cultural knowledge education and social practice education. The Guidelines put forward operable guiding opinions and suggestions for the ideological and political teaching practice of public basic courses, professional education courses and professional practice courses. All kinds of courses have their own characteristics, and their methods and ways to carry out CBPVA education are different. Different types of courses should combine their own characteristics to formulate the educational goals of CBPVA education of the course. For professional education courses, the specialty should specify the general requirements of the specialty’s CBPVA construction. The overall requirements of CBPVA education in this course should reflect the characteristics of the major and conform to the development orientation of the school; At the same time, it should also reflect the professional personality and conform to the regional characteristics of professional talent training. The specialty should involve the talent training plan as a whole. According to the characteristics and advantages of the discipline, it is necessary to study and refine the CBPVA with professional characteristics, which can serve as the guidance for the CBPVA education goals of each specialty. Furthermore, professional teachers should dig deeply into the ideological value and spiritual connotation contained in the knowledge system of each specialty curriculum, and refine the overall requirements of the professional CBPVA to each link, make the professional courses fully reflect the educational goal of talent training, improve the breadth, depth and temperature of professional courses, and increase the knowledge and humanity of professional courses from professional, industrial, national, international and other perspectives. For professional practice courses, we should pay more attention to the combination of learning and thinking, the unity of knowledge and practice, and improve students’ ability to find and solve problems in exploration.

### 3.3 Classroom Teaching

The main channel of CBPVA education is classroom teaching. CBPVA is not a simple addition of curriculum and ideological and political education. Professional courses should be based on the characteristics and advantages of the discipline, combined with the characteristics, thinking methods and values of different courses. In the process of classroom teaching, teachers should grasp the time and nodes for the integration of ideological and political education elements, organically integrate the ideological and political education elements of the curriculum, and achieve the natural integration of professional knowledge, ideals and beliefs, moral cultivation, cultural self-confidence, etc. In the implementation of classroom teaching, it is necessary to establish a curriculum ideological and political assessment and evaluation mechanism, and build a diversified evaluation standard of curriculum ideological and political implementation from the aspects of teaching process, teaching content, learning effect, etc. At the same time, we should establish a feedback mechanism for ideological and political evaluation of the curriculum, so that professional teachers can constantly improve the effectiveness of ideological and political education through evaluation and feedback.

## 4. Conclusion

This research uses the research synthesis method to systematically analyze and study the literature, and more comprehensively, integrally and perfectly grasp the connotation of CBPVA and the rationale for the direction of construction. The research shows that the CBPVA education is essentially a kind of moral education, emphasizing the cooperative education in the concept, the pluralistic and unified structure, the implicit education in the method, and the scientific innovation in the thinking; CBPVA needs to focus on the construction of teachers, curriculum construction and classroom teaching, gives full play to the role of “main force”, “main battlefield” and “main channel” of CBPVA, and comprehensively promote the CBPVA construction in the new era.

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