

Analysis on the Feasibility of Ideological and Political Course Teaching of Chinese Excellent Traditional Culture

Zhi Wang

Research on Foreign Marxism at the School of Marxism, Tianjin Normal University, Tianjin 300387

Abstract: The Chinese excellent traditional culture is the precious wealth of the Chinese nation, is an important resource of ideological and political course teaching. It puts forward the feasibility of the test-oriented and quality-oriented education, the organic unity of teachers and students and the main body, and the overall improvement of teachers quality and teaching methods, which injects new vitality and direction into the construction of ideological and political courses.

Keywords: Chinese excellent traditional culture; Ideological and political course teaching; Feasibility

At a critical moment in building socialist modernization in all respects and realizing the second centenary Goal^[1]. It is very important to promote the integration of the systems and mechanisms of educational and scientific personnel. The goals of Chinese excellent traditional culture and ideological and political education are directly directed to "people" to integrate exam-oriented education; In the improvement of ideological and political education, the leading role of teachers and the main role of students are unified; in the improvement of teachers and teaching methods, the construction of ideological and political courses is more popular. The above views provide the feasibility for the promotion of Chinese excellent traditional culture to promote the construction of ideological and political courses.

1. Dual-track parallel:the integration and complementarity of examination and quality

The party's 20th report clearly points out that "education is an important task for the country and the Party"^[2]. This judgment profoundly reveals the core position of education in national development and national rejuvenation. In view of the fact that we are now standing at the key historical juncture of the realization of the Chinese dream of national rejuvenation^[3], The desire for high-quality and innovative talents is unprecedented.

On the one hand, its difference is clear, the essential difference of exam-oriented education and quality education. First of all, from the definition, exam-oriented education is often vividly called "cramming education", its core lies in the one-way indoctrination of knowledge, ignoring students subjectivity, creativity and practical ability. On the contrary, quality-oriented education is an all-round educational concept, which aims to not only impart knowledge, but also pay attention to cultivating students ideological and moral quality, comprehensive ability and physical and mental health, so as to realize the all-round development of people. From the perspective of educational goals, exam-oriented education focuses on knowledge accumulation and the improvement of exam-taking skills, which often leads to "high scores and low ability". Quality education goes beyond this limitation and is committed to cultivating compound talents with innovative spirit, practical ability, social responsibility and good moral character. In terms of teaching results, although exam-oriented education can produce knowledge-based talents in batches, it is difficult to meet the higher requirements of innovation ability and comprehensive quality; all-oriented talents to meet the future challenges.

On the other hand, it is closely linked, exam-oriented education and quality education complementary symbiosis. However, the two are not incompatible, but complement each other. As the supplement and improvement of exam-oriented education, quality-oriented education emphasizes the disadvantages of exam-oriented education and the improvement of students comprehensive quality, which effectively makes up for its deficiency in the cultivation of innovation ability. The introduction of quality education not only enriches the education evaluation system, breaks the shackles of single achievement theory, encourages students to show their personality and specialties, but also promotes the profound transformation of education from "exam-oriented education" to "quality education". More importantly, the organic combination of exam-oriented education and quality-oriented education is the best way to respond to the multi-faceted needs of education. Education is not only the transmission of knowledge, but also the source of the shaping of personality, cultural inheritance and innovation. Therefore, the quality education advocated by khalid ents, cultural inheritance concept into the exam-oriented education knowledge system, can ensure that students master the solid knowledge, and can cultivate the ability of independent thinking, have the courage to explore, to develop both profound

cultural background, and international vision and innovation ability of the new era of talent.

To sum up, exam-oriented education and quality-oriented education are not opposite poles, but an organic whole of interdependence and mutual promotion.

2. Dancing between teachers and students: the organic unity of the leading body and the main body

In order to promote further reform and innovation of ideological and political theory course, to improve its ideological content, theoretical and pertinence, General secretary Xi in March 2019 school ideological and political theory class teacher symposium, vision to put forward the important guiding principle of “eight unity”, including “dominant and subjectivity unifies” is particularly key^[4]. This principle profoundly points out that in the teaching of education courses, must break the traditional “hall” mode, emphasize in the leading role at the same time, must fully stimulate the main body of student participation consciousness, implementation from “take the textbook as the center, the teacher as the main body” to “centered students, teachers and students communion symbiosis” classroom atmosphere.

First of all, ideological and political courses use the basic principles of Marxism to analyze the law of the formation and development of ideas, which means that ideological and political courses are not only the teaching of knowledge, but also the enlightenment of ideas and the shaping of values. Therefore, in the teaching process, teachers must deeply grasp the core characteristics of ideological and political courses, avoid simple knowledge indoctrination, and instead, guide students to think actively and discuss actively through innovative methods such as “topic-type” teaching, so as to enhance the subjectivity and speculation of learning. Secondly, in view of the strong practical characteristics of ideological and political courses, teachers should regard the classroom as a bridge between theory and practice, and actively explore the trinity teaching mode of “teaching”, “learning” and “doing”. By extending the classroom to social practice. Moreover, with the continuous updating of ideological and political teaching materials and the synchronization with the development of The Times, the role positioning of teachers and students is also quietly changing. The traditional single teaching mode for teachers has been difficult to meet the needs of modern education. Instead, it is a new teaching mode of paying more attention to the interaction and cooperation between teachers and students. By holding diversified teaching activities, such as ideological and political class competition, group discussion and flipped classroom, it can not only effectively improve students participation and expression ability, but also promote the harmony and unity of teacher-student relationship, and form a good situation of teaching and common progress.

To sum up, the reform and innovation of ideological and political courses must always adhere to the principle of “the unity of subjectivity and dominance”.

3. Butterfly change of teachers: the overall improvement of quality and method

On March 18, 2019, General Secretary Xi delivered an important speech at the school ideological and political theory course teachers symposium, namely, the “March 18” important speech. In his speech, General Secretary Xi put forward the “six needs” requirements for ideological and political course teachers, that is, “strong politics, deep feelings, new thinking, wide vision, strict self-discipline, and positive personality”^[5].

Be strong in politics and lay a solid foundation of faith. “Political strength”, as the first of the “six needs”, is the soul of the ideological and political course teachers. It requires teachers not only to have a firm political stand and profound political theory foundation, but also to integrate political education into every detail in the teaching process, so that it will become a powerful engine to guide students to establish a correct world outlook, outlook on life and values. Second, the feelings should be deep to stimulate national pride and cultural confidence. “Feelings should be deep” endows ideological and political courses with temperature and emotion, which is the key to promote its vivid and effective. Ideological and political course teachers integrate the excellent traditional Chinese culture into the teaching, which not only enriches the course content, but also makes the classroom full of the power of cultural confidence. Third, the thinking needs to be new, innovation-driven teaching and learning. “New thinking” is the source of ideological and political teachers to maintain teaching vitality. In the face of the new challenges in the new era, ideological and political teachers need to have innovative thinking, take the basic principles of Marxism as the cornerstone, combined with the party's innovative theory, and constantly explore new teaching methods and means. Fourth, the vision should be broad, to build a multidimensional knowledge system. “A broad vision” requires ideological and political teachers to have a wide range of knowledge and a broad vision. Fifth, “strict self-discipline” is the bottom line requirement of ideological and political course teachers professional ethics. In the complex and changeable social environment, teachers should adhere to the legal red line and moral bottom line, and win the respect and trust of students with noble personality charm and rigorous academic attitude. Sixth, the personality should be positive, shaping the image of “Mr.Big”. “Personality should be positive” is the ultimate pursuit of ideological and political course teachers to improve their self-cultivation. Chinese traditional virtues emphasize the importance of personality cultivation, and ideological and political teachers in the

new era should pay more attention to cultivating their own noble personality and moral sentiment.

4. Conclude

To sum up, with the continuous development of quality-oriented education and exam-oriented education, the interaction between teachers and students is continuously optimized, and the quality of teachers is continuously improved, which provides the feasibility of enabling ideological and political course teaching for the excellent traditional Chinese culture.

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