

The Principles and Classification of Excavating Ideological and Educational Elements in Chinese History Curriculum

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Abstract: Curriculum ideology and politics is an important part of the “three complete educations”, which fundamental task is to realize establishing morality and educating people. The Chinese history curriculum has a unique advantage for the cultivation of students' values due to its rich ideological education resources, which is of great significance for students' spiritual growth. This paper analyzes the principles of excavating ideological education elements in Chinese history curriculum, and classifies and stratifies the ideological education elements to provide reference for teachers to explore the intrinsic connection between the learning of professional basic knowledge and ideological and political education in Chinese history curriculum.

Keywords: Ideological education; ideological and political elements; principles and classification

1. Introduction

Curriculum is an important carrier for realizing the goal of educational training, and the curriculum ideology and politics is an inevitable requirement for the implementation of the fundamental task of establishing morality and educating people, and all the courses in colleges and universities have the function and responsibility of educating people. [1] Nowadays, the reform of curriculum ideology and politics in colleges and universities is in full swing, but many professional teachers still feel at a loss, mainly because it is difficult to sort out, classify, and condense the elements of ideological education in professional courses. This paper is based on the overall goal of “cultivating morality and educating people”, and explores the principles and classifications of the ideological education elements in Chinese history courses, so as to provide reference for the positive development of the ideological politics of Chinese history courses.

2. Connotation of “elements of ideological and political education”

Guiding Outline for Ideological and Political Construction of Higher Education Curriculum (hereinafter referred to as the Outline) points out that teachers should sort out the teaching contents of specialized courses in depth, combine the characteristics, methods of thinking and values of different courses, and deeply excavate the elements of Civics and Politics in the courses, which can be organically integrated into the teaching of the courses, so as to achieve the effect of educating people in a silent manner.[2] The system of specialized knowledge often contains fragmented and less visible elements of values education, so the precondition for the effective output of correct values is to accurately identify what the “elements” are.

The Outline gives a programmatic overview of the construction of curriculum ideology and politics, from which it can be analyzed that the core of the ideological and political elements is “ideal and belief”, i.e., the teaching of professional courses must be tightly focused on the ideal and belief of the students; the main line of the construction of ideology and politics is the love of the Party, patriotism, socialism, the people, and collectivity, i.e., all professional knowledge related to political identity, national sentiment, moral cultivation, awareness of the rule of law, and cultural literacy can be mined as ideological and political elements, moral cultivation, awareness of the rule of law, cultural literacy related to professional knowledge can be tapped as elements of ideology and politics, the purpose of which is to systematically carry out the education of socialism with Chinese characteristics, socialist core values education. Therefore, the connotation of the ideological and political elements of the curriculum can be summarized as follows: all the resources and ideological viewpoints of spiritual values and cultural genes

embedded in the system of professional knowledge that are consistent with the mission of cultivating newcomers to the era who will take on the great responsibility of national rejuvenation[1-2].

3. The principles of excavating the ideological and political elements of the curriculum of Chinese history

“Professional courses in literature, history and philosophy should help students master the Marxist worldview and methodology in course teaching, and deeply understand Leader's Thought on Socialism with Chinese Characteristics for a New Era from the dimensions of history and reality, theory and practice. Teachers should combine their professional knowledge to educate and guide students to deeply understand the socialist core values, and consciously promote the excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture.” [3] This section of the Outline points the way for teachers to sort out the ideological and political elements of the history courses.

3.1 Adhere to the right time, the right degree and the right amount

Teachers should enhance the sensitivity of excavating elements, connect history with reality, and pay attention to the timeliness of excavating elements of ideology and politics, which is the principle of “right time”. Teachers should not only grasp the principle of imparting professional knowledge, but also pay attention to the combing of the elements of ideology and politics in the textbooks can not be simply stacked or added, should be in line with the educational objectives, and effectively grasp the differences in the content of the education and the tension of derivation, to avoid the “raw pull and drag”, to prevent the “two skins”, that is, the principle of “right degree”. Nurturing not only to have the momentum of the waves, but also like “salt dissolved in the soup” [4] type of natural calm. Teachers should find the refining point and sublimation point of the ideological elements in the professional courses, not only to avoid aimlessly talk or “mistaken identity”, but also to do “gather parts into a whole” systematic benefit talk, this is the “right amount”.

3.2 Promoting the figure of a powerful country and the spirit of the nation

The Oriental civilization represented by China has occupied an important position in the course of the development of human civilization. Ancient China, in particular, was at the forefront of the world in many fields of specialization, and its economy and culture have long been at the forefront of the world, demonstrating China's powerful image; in the course of history, the Chinese people have demonstrated their national will of perseverance, their national spirit of diligence and courage, and their national wisdom of exploiting the world. Telling the Chinese story well is conducive to stimulating students' patriotism and passion for realizing the great rejuvenation of the Chinese nation.

3.3 Spreading and Inheriting Chinese Excellent Culture

Chinese civilization has a long history and a profound traditional culture, with a number of inventions that have had a significant impact on the world's civilization and the course of history; the cultural connotation is all-encompassing, including material culture such as food, clothing, housing and transportation, as well as non-material culture such as folklore, language, philosophy, literature, art and ethics. In the teaching of Chinese history courses, teachers should condense the knowledge points of specialties linked with traditional culture, help students build up cultural self-confidence, and stimulate students' enthusiasm for inheriting and carrying forward China's excellent traditional culture.

3.4 Highlighting the noble character of historical figures

People are the main body of history. In the long history, China has produced famous thinkers, scientists, literati, scribes, historians, educators, economists, militarists, revolutionaries, painters, calligraphers, musicians and so on, as well as a number of masters with artisanal skills, who have made great contributions to the development of the country and the nation. Digging and interpreting the will, character, and temperament of historical figures in depth, students are inspired to defy difficulties, be indomitable, and strive for dedication.

3.5 Attaching great importance to the implicit elements of ideology and politics

In Chinese history courses, there are some obvious elements of nurturing that can be “spoken” in the classroom, but there are also some hidden elements of ideology and politics that need to be actively explored and sorted out by the teachers, so “professional teachers are faced with challenges in the process of ideological and political process of the courses, in terms of conceptual cognition, sense of responsibility and comprehensive ability.” [5] In addition, there are some hidden elements of ideology and politics contained in the “teaching by example” of teachers, such as teachers' morality, professional knowledge, personal charisma, language arts, attitudes to life, etc., and these are even more than the book elements of ideology and politics can shape the soul, shaping the new man of the times.

In addition, teachers of Chinese history should not fight alone in curriculum ideology and politics, and they should promote each other in cooperation, which requires two specific points: one is to collaborate with teachers of the ideology and politics course to ensure the accuracy and effectiveness of the induction of ideology and politics elements; the other is to consult with other teachers of the history course, to avoid the repetitive nature of the use of the material and to enhance the continuity and innovativeness of the ideology and politics education[3-4].

4. Categorization and hierarchy of ideological and political elements in the Chinese history course

History has been repeatedly affirmed as an independent discipline since antiquity by scholars, statesmen, and moralists throughout the ages." The Chinese history course in colleges and universities comprehensively and deeply presents the development and evolution trajectory of the country's politics, economy, culture, science and technology, and the scientific excavation and condensation of the elements of ideology and politics determines the content of the course's ideology and politics and the final effect, so screening, classifying, and condensing the elements of ideology and politics are the focus and difficulty of the ideology and politics education of the Chinese history course. Combined with the Outline and the five core literacies of the history discipline, this paper categorizes and stratifies the design of the ideological elements of the Chinese history curriculum (as shown in the table 1 below).

Table 1: Hierarchy of ideological and political elements

Classification of ideological and political elements	Hierarchy of ideological and political elements	Teaching resources and approaches
Historical Awareness	1.using ancient ideas for today's reference; 2.historical understanding; 3.historical explanation; 4.historical values.	(1) Teaching Resources; Classical Literature; Academic Monographs; Journal articles; Documentaries and other movie and television works; Catechism Series; Museum Collection; Establishment of case library (2)Teaching methods Extended reading; Reading and reporting; Video browsing; Thematic interviews; Group seminar; Student micro-lessons; Practical research;
Country Awareness	1.the emotion of "Family-country"; 2.love for the country and the Party; 3.safeguarding national sovereignty and the unification of the country; 4. helping the world, governing the country and reform and innovation.	
National Awareness	1.Chinese national community consciousness; 2.national pride; 3.national self-esteem; 4.national self-confidence.	
Social Awareness	1.responsibility; 2. Dedication to society; 3. love of community; 4. teamwork; 5. respect for nature; 6. view of the rule of law; 7. moral and ethical values.	
Morale Formation	1. ideal and faith; 2. concept of “benevolence, righteousness, courtesy, wisdom and trust”; 3. overall awareness; 4. tenacity and hard work; 5. pioneering and enterprising; 6. joyful learning and good thinking; 7. diligence, thrift and incorruptibility; 8. love of life; 9. healthy personality.	
Culture Confidence	1. system of rites and music; 2. ideological disputes; 3. culture of filial piety; 4. important inventions; 5. cultural exchanges and blending; 6. culture of heroes.	
Scientific Spirit	1. dialectical materialism; 2. critical questioning; 3. rational thinking; 4. systems thinking; 5. creative thinking; 6. pursuit of truth; 7. pursuit of excellence; 8. humanism; 9. craftsmanship.	

By categorizing the ideological and political elements of the Chinese history course into seven categories, each of which is further divided into a number of factors, it is possible to dig deep into the

ideological and educational resources in a targeted manner, carry out values education in a purposeful manner, and form a systematic ideological and political system of the course. The reasons for such categorization and stratification and the educational goals achieved are described below:

1) Historical awareness. Teachers should guide students to improve their awareness of the phenomena and essence of human beings' own historical development and change over a long period of time, and to analyze, judge and solve problems with a historical concept. Historical consciousness contains such elements as appreciation of the past and the present, historical understanding, historical interpretation, and historical values.

2) Country awareness. The cultivation of country consciousness includes the education of "family and country sentiment", the education of love for the country and the Party, the education of safeguarding national sovereignty and the unification of the motherland, and the education of helping the world and reform and innovation, and other elements of ideology and politics. In particular, one of the qualities of the discipline of history, "family and country sentiment", should be the enduring ideal pursuit of the individual for the realization of the country's prosperity and the people's happiness.

3) National awareness. China has gradually formed and consolidated into a unified multi-ethnic country since ancient times. Teachers should show the spirit of unity and the heroic deeds of the people of all ethnic groups in the struggle to found, defend and build the motherland, and excavate the consciousness of the Chinese national community, national pride, national self-esteem, national self-confidence and other elements of the ideology and politics, and cultivate a sense of identity of the Chinese nation among the students.

4) Social awareness. A good sense of civic social responsibility is an important prerequisite for promoting the construction of the socialist core value system. Teachers should cultivate in students the spirit of responsibility, dedication to society, love of community, teamwork and respect for nature, as well as a correct outlook on the legal system and ethics.

5) Morale formation. The fundamental task of "curriculum ideology and politics" is to cultivate the new man of the generation, and the first point of the "new man of the generation" is the spiritual aspect such as human character. There are many factors that contribute to the formation of character, including ideals and beliefs, the concept of the "benevolence, righteousness, courtesy, wisdom and trust", a sense of the overall situation, perseverance and hard work, pioneering and enterprising, willingness to learn and good thinking, diligence, thrift and honesty, love of life, and a sound character, and so on.

6) Culture confidence. Culture is the lifeblood of a country's spirit; cultural confidence is deeply rooted in the soil of Chinese civilization inheritance. Teachers should guide the students to study the historical books preserved in the deep spiritual wealth, so that the students are born of cultural confidence. Cultural confidence encompasses many factors, such as the system of rituals and music, the "Hundred Schools of Thought", the culture of filial piety, important inventions, cultural exchanges and fusions, and the culture of heroes.

7) Scientific spirit. Science and technology are the first productive forces, and scientific research requires scientific spirit. The education of "scientific spirit" in the ideology and politics of the Chinese history course includes such elements as dialectical materialism, critical questioning, rational thinking, systematic thinking, creative thinking, the pursuit of truth, the pursuit of excellence, a rigorous attitude, humanism, and the spirit of craftsmanship. For example, almost every chapter in the textbook has the content of scientific and technological progress, the teacher can select the most representative achievements and build a mapping relationship with the elements of ideology and politics to achieve the teaching objectives[5].

5. Conclusions

The university years are a critical time for students to finalize the stabilization of their emotions, attitudes and values. Discovering the advantages of Chinese history course's ideology and politics can help college students to become ideal adults, moral adults and psychological adults, which is a deep force to promote the prosperity of the country and the progress of the society. The implementation of the Chinese History course on ideology and politics is a long-term and systematic project. In the face of the new era of great leap forward development, teachers of the Chinese History course should creatively bring into play the wisdom and moral education efficacy of the history teaching materials, grasp the principle of digging out the elements of ideology and politics, and find the point of convergence between specialty, ability and value, so as to enhance the effect of the course on ideology and politics on nurturing

people, and to effectively carry out the fundamental task of cultivating morality and nurturing human beings in the new era.

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