

Problems and paths of the integration of ideological and political courses in large, medium and small schools

Jianyan Yang

Shenyang Normal University, Shenyang, China
xiaoqi1234561006@163.com

Abstract: Ideological and political courses are the key courses to implement the fundamental task of cultivating morality and cultivating people. Young people are the future of our country and the hope of the nation, and play a key role in the process of realizing the great rejuvenation of the Chinese nation. Under the new era and new situation, it is of great significance to realize the integration of large, medium, and small ideological and political courses. At present, China's large, medium, and small ideological and political integration is facing many problems, such as insufficient organizational mechanism guarantee, lack of exchanges and cooperation between teachers, and lack of connection between educational content. Therefore, we can start by strengthening the guarantee of organizational mechanisms, deepening the exchanges and cooperation of teachers in various school sections, and paying attention to the effective connection of teaching content, and further promote the integration of ideology and politics among large, medium and small schools.

Keywords: Integration of ideological and political courses; There is a problem; Implementation path

1. Introduction

The integrated construction of ideological and political courses at the three levels of large, medium and small refers to the overall planning, systematic design, scientific construction and reasonable setting of the teaching objectives, content, methods, forms and approaches of the curriculum at all levels under the overall design and requirements of "cultivating virtue and cultivating people", following the laws of education and teaching and the laws of human physical and mental development, according to the characteristics of each school section, according to curriculum standards, and referring to textbooks, so as to achieve effective connection and overall promotion. So that the course teaching at all levels presents hierarchy, order, and continuity, thus forming a more complete and systematic new curriculum teaching system.

On March 18, 2019, it was clearly stated at the symposium of teachers of ideological and political courses in schools: "The gradual and spiraling opening of ideological and political theory courses in primary and secondary schools is an important guarantee for cultivating generations of socialist builders and successors." "It is necessary to take the overall promotion of the integration of ideological and political courses in primary and secondary schools as a major project to promote the connotative development of ideological and political courses." Because at each stage of education, there are different requirements for the education of students. There are also certain differences in students' own development levels, which requires that in the process of conducting ideological and political education in colleges, middle schools, and small schools, education should be carried out gradually according to students' cognitive development level and their own cognitive laws, so as to achieve the educational effect of ideological and political courses on students. However, at present, the integrated development of ideological and political courses in universities, middle schools and primary schools is facing many problems, and it has positive theoretical and practical significance to deeply analyze the problems and paths of the integration of ideological and political courses in primary and secondary schools[1-2].

2. The significance of the integration of ideological and political courses in large, medium, and small schools

2.1 Implement the organization's education policy

The organization's educational policy must keep pace with the times, so it will put forward new requirements for ideological and political courses, and the integration of ideological and political education is precisely the result of this requirement. In order to comprehensively implement the organization's educational policy, the teaching content and teaching concepts of ideological and political courses must keep pace with the times. In the state's education policy, the concept of "education should serve socialist modernization, should be linked with production, and cultivate socialist causes, builders and successors with all-round development of morality, intellect and body". If schools want to cultivate new talents of the era who can shoulder the important task of national rejuvenation, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique, aesthetics, and labor, they must have ideological and political education to edify and educate them. In order to realize the actual impact of ideological and political education on people, it is necessary to follow the laws of education and proceed step by step. The purpose of integrating ideological and political construction in large and medium-sized schools is to comprehensively implement the organization's education policy, and with the joint efforts of all aspects, combine the educational objectives, teaching content and teaching methods of each school section, and carry out ideological and political education for students in each school section that is compatible with their physical and psychological development characteristics, so as to enhance their ideological and political awareness, so as to cultivate new talents of the era who can shoulder the important task of national rejuvenation.

2.2 Improve the effectiveness of ideological and political classes

Ideological and political courses are the key courses and main channels for cultivating morality and cultivating people, and profoundly answer the question of "for whom to train people, and what kind of people to cultivate". For a long time, ideological and political courses have been actively carried out in various schools, students have actively developed in ideological and political aspects, and their ideological and political quality has steadily improved. However, at present, China has entered a new era of socialism with Chinese characteristics, which is the "Several Opinions" pointed out that "the quality of ideological and political teaching needs to be improved, the content of teaching materials needs to be enriched, and the integration of ideological and political courses in primary and secondary schools needs to be strengthened". Therefore, at the three levels of large, medium and small, in-depth promotion of the integration of ideological and political courses at the "large, medium and small levels" is the key to improving the teaching efficiency of ideological and political courses. To carry out the construction of the integration of ideological and political courses in college, middle school, and primary schools, it is necessary to attach importance to the cohesion and consistency of the ideological and political education content of each school section, and use a variety of teaching forms to deeply promote the integration of ideological and political courses in large, middle and small schools, so as to solve the problems existing in ideological and political education in each school section. Therefore, only by making overall arrangements and rational planning for the integration of large, medium, and small ideological and political courses can we improve the effectiveness of classroom teaching and improve the efficiency of ideological and political courses.

2.3 Follow patterns and help students grow

Marx's philosophy pointed out: The development of things is a wave of progress, spiral upward. As each individual growing individually, students' physical and mental development has the characteristics of stages and imbalances, and ideological and political education should be combined with the characteristics of each section of primary and secondary schools, and reasonably carry out teaching according to the laws of physical and mental development of students in different school stages. At present, China has entered a new era of socialism with Chinese characteristics, and the level of development in all aspects has been significantly improved, and the education of students in ideological and political courses must meet the needs of social development and the law of student development. Ideological and political education is the main channel of ideological and political education, and it is necessary to make good use of classroom teaching as the main channel to enhance the affinity and pertinence of ideological and political education and meet the needs and expectations of students' growth and development. In order to realize the actual impact of ideological and political education on people,

it is necessary to follow the laws of education and proceed step by step. The integration of ideology and politics in large, medium, and small schools links the educational objectives, teaching content, and teaching methods of different school sections through the joint efforts of all parties, conducts ideological and political education for students in each school section that conforms to the characteristics of their physical and mental development, enhances their ideological and political awareness, conforms to the laws of students' physical and mental development, and promotes students' growth[3-4].

3. Problems encountered in the integration of ideology and politics among large, medium, and small enterprises

3.1 Cheng concept fault line integration is insufficient

"The curriculum concept is the concrete expression and continuation of educational ideas in curriculum teaching, which is the core and soul of a curriculum, and at the same time it is also the basic concept and basic principle of teaching." The integration of ideological and political courses in colleges and universities is an important part of the integration of ideological and political courses in colleges and universities. However, in real life, the curriculum concept of ideological and political courses in primary and secondary schools will produce a fault, and it is disconnected from real life, and the degree of integration is not high. It is not based on the specific needs of each section of the university, middle and small schools, and the differentiated curriculum concept is designed to achieve the purpose of interconnection. There is no gradual establishment of a reasonable comprehensive curriculum concept of ideological and political courses in primary and secondary schools, and there are still gaps in curriculum concepts in different school stages. This is related to the long revision time of ideological and political course standards in China's colleges and universities, and the imperfect and unclear setting of course goals. For example, the ideological and political class in the eighth grade of junior high school mainly talks about the basic rules and basic morals that middle school students should abide by in social life, which is at the personal level; The compulsory course of high school ideological and political course does not introduce the relationship between basic laws and society in a large way, but introduces the development process of our society and how our country has stepped out of its own path. Its content is basically biased towards the overall development process of socialism with Chinese characteristics. This is actually because the overall requirements of ideological and political courses are not consistently followed, resulting in a fault line in the curriculum concept, which makes the curriculum concept and practice detached, and the integration is not enough. This is a difficult problem facing the integration and construction of ideological and political courses in China's colleges and universities.

3.2 There is a lack of communication and cooperation among teachers

At present, teachers in various sections are in separate formations, and there is a lack of communication and cooperation, which is also one of the problems in the integration of ideological and political courses in large, medium and small schools. Each student is an individual individual, and its physical and mental development is characterized by sequential and unbalanced, and development has great uncertainty and is a complex project. Current education is clearly divided into several stages. Students' ideological and political study is gradual and effectively connected, so how to do a good job in ideological and political education exchanges and cooperation between teachers in universities, middle schools, and primary schools is another difficult problem. In order to realize the integration of ideology and politics in large, medium and small schools, it is necessary to have the joint efforts of teachers of all school sections, but from the current situation of exchanges and cooperation between universities and primary and secondary school ideological and political teachers, the two sides have not yet formed a common sense of exchange and cooperation, and the willingness to exchange and cooperate is not very strong. In addition, among teachers of ideological and political courses in primary and secondary schools, the way of mutual cooperation is relatively simple, the content is relatively superficial, and exchanges and cooperation have not been truly realized, nor have they attracted too much attention. It is difficult to grasp the construction of the teaching material system at each stage as a whole. At present, how to carry out the specific implementation of curriculum education for different school stages, so that the educational content is integrated and integrated, and the concept of integrated ideological and political courses is constructed, and the teachers of each section do not have good communication and cooperation is another difficult problem.

3.3 Lack of cohesion in teaching content

At present, the teaching of ideological and political courses in primary and secondary schools is carried out in all types of schools at all levels under the guidance of the state's teaching goals. This is conducive to the correct development of teaching under the unified leadership of the state. However, because students' physical and mental development is characterized by stages and imbalances, the degree of knowledge learned by students in different sections varies greatly. The content of classroom teaching is not only more repetitive, but also has its own characteristics, and there is a big gap between it and the "gradual and spiraling upward spiral" required by the integration of ideology and politics among large, medium, and small enterprises. Classroom teaching is the central task of the school, and ideological and political education is the most important task. The integration of ideological and political courses in primary and secondary schools is to link the teaching content of each school section so that students' ideological and political education has consistency and coherence. Curriculum-based with content-focused. However, in actual teaching, ideological and political courses in primary and secondary schools are prone to the problem of duplication of classroom teaching content and insufficient cohesion. The overall arrangement of course teaching lacks and the degree of cohesion of course content is insufficient. Each section has both the same content and its own content. Classroom teaching is to systematically teach teaching knowledge to all students, promote the improvement of their ideological and political literacy, and implement the content of ideological and political education well in practice. However, it is often based on the reasons for the teaching of ideological and political courses in primary and secondary schools, the lack of overall arrangement of classroom teaching, the phenomenon of insufficient cohesion of course content, how these contents should be taught in each school section, and how teachers of each section should gradually link the teaching content of each school section. This is another difficult problem in China's current ideological and political integration construction[5-6].

4. An effective path for the integration of ideology and politics among large, medium, and small enterprises

4.1 Strengthen the integration of curriculum concepts

Grasp the overall requirements of ideological and political courses, and adhere to the integration of curriculum concepts. In the implementation of the curriculum concept, the ideological and political courses of primary and secondary schools fully reflect the overall direction of the educational and teaching tasks of ideological and political courses. When discussing the integration of "large", "medium" and "small" at the three levels of "large", "medium" and "small", it is necessary to make a reasonable plan for the two different ideological and political curriculum concepts of "large" and "medium". In order to meet the needs of different stages of universities, primary and secondary schools, the "Curriculum Standards for Ideological and Political Education" has formulated a curriculum system that conforms to the laws of students' cognition. On this basis, the positioning of ideological and political education in colleges and universities in ideological and political education in colleges and universities is proposed. Among them, the university stage focuses on task awareness; In high school, pay attention to the improvement of ideological character; In junior high school, the focus is on consolidating and consolidating the ideological foundation; The primary education stage focuses on the enlightenment of moral sentiments. Due to the different academic stages, students' physical and mental development levels are different, and their degree of understanding and need for knowledge also show different levels and differences. However, in different periods, the educational concepts for the builders and successors of socialism differed. Therefore, in order to promote the integration of ideological and political courses in primary and secondary schools under the guidance of Leader Thought on Socialism with Chinese Characteristics, it is necessary to carry out the integration of ideological and political courses in primary and secondary schools based on the physical and psychological characteristics of students at different stages. In practice, we should use socialist core values to guide our work. The curriculum concept of the ideological and political education department is highly concentrated on the integrated promotion, reflecting the overall level and effectiveness of "guarding a section of canal and planting a responsible field".

4.2 Deepen exchanges and cooperation between teachers in all school segments

In order to promote the integration of ideological and political courses in colleges, middle schools, and primary schools, it is necessary to strengthen the communication and cooperation between teachers

of ideological and political courses in ideological and political education courses in all school segments. In the integration of curriculum design of ideological and political courses in primary and secondary schools, a gradual and spiraling method is adopted to promote the teaching of ideological and political courses in different sections under the basic requirements of adhering to the student-oriented and highlighting the status of students as the main body, giving full play to the leading role of teachers in the teaching process, so as to make the teaching of ideological and political courses more targeted and cohesive. In order to realize the integration of curriculum and teaching, the most important thing is to allow more exchanges between teachers of ideological and political courses in primary and secondary schools, establish a set of effective communication and exchange mechanisms, and establish a platform for exchange. In the process of collective lesson preparation, everyone can learn from each other and discuss together, so as to build a community of destiny for teachers of ideological and political courses in primary and secondary schools. In order to achieve the goal of effective articulation and gradual curriculum design, ideological and political teachers should establish the concept of systematic training of students and build a community of education. In each section, teachers of ideological and political courses must clarify the ideological and political orientation of each section, the progressive teaching objectives, and the teaching mode that each focuses on. For example, in the university section, students focus more on theoretical learning, in the high school section, they focus on common sense learning, and in the middle school level, they focus more on heuristic learning. In this process, teachers divide labor and cooperate to finally form a system with coherent levels and reasonable goals, so as to fully exert their joint efforts in educating people and improve the effectiveness of ideological and political courses. Secondly, it is necessary to establish a community for the growth of teachers of ideological and political courses in primary and secondary schools, and expand the communication and interaction between teachers in various school sections through mutual listening to lessons, collective lesson preparation, teaching forums, and thematic practice in primary and secondary schools. Understand the demands and expectations of other sections, as well as the connection and connection between them, combine the advantages of resources, form a cluster effect, and make ideological and political courses truly become a high-quality course that students sincerely love and use for life.

4.3 Pay attention to the effective connection of teaching content

As the fundamental carrier of the teaching content system, teaching materials are an important guarantee for realizing the gradual and effective connection of ideological and political courses. Combining ideological and political teaching with real life is to combine the teaching of theoretical knowledge with real production and life, so that students can comprehend and grasp what they have learned in the process of combining theory with reality, and improve their ability to apply theory to life in teaching. In the construction of teaching materials for ideological and political courses in colleges and universities, we must strengthen overall planning and carry out scientific planning. The national textbook management agency is responsible for compiling and reviewing ideological and political textbooks for primary and secondary schools, including Leader Thought on Socialism with Chinese Characteristics, Excellent Traditional Chinese Culture, Revolutionary Culture, Advanced Socialist Culture, Science and Technology Innovation Culture, and the Overall National Security Concept. When compiling, the importance of Marxist thought should be fully reflected in the course content, and appropriate teaching materials should be selected in light of the actual situation of students of all grades. In this way, the content of the textbook can be adapted to the requirements of developing socialism with Chinese characteristics and to the gradual and effective connection of ideological and political courses. On this basis, experts are organized to compile ideological and political course theme teaching guides, in-depth understanding of the teaching material system demonstration teaching plan, establish an online teaching resource database, and establish a teaching auxiliary resource system that matches the content of unified textbooks, so as to enrich the expression form of ideological and political course teaching content in primary and secondary schools and provide efficient services for teachers and students' learning and learning.

5. Conclusion

All in all, under the continuous development of China's economy, ideological and political education is playing an increasingly important role. In the new era, the construction of the integration of large, medium and small ideological and political courses is even more important. However, at present, there are still many problems in the process of building the integration of large, medium, and small ideological and political courses, which will inevitably affect the development of the integration of large, medium,

and small ideological and political courses, so this requires the joint efforts of all parties to contribute to the integration of large, medium, and small ideological and political courses, and promote the formation of an integrated system of large, medium, and small ideological and political courses. Improve the ideological and moral quality of students, cultivate high-quality talents needed by our society, and realize the Chinese dream of the great rejuvenation of the Chinese nation at an early date.

References

- [1] Li J. *The Path of Deep Integration of Ideological and Political Courses and Curriculum Ideological and Political Education in Higher Vocational Colleges in the New Era*[J]. 2020.
- [2] Wester J, Macdonald C. *Perceptions of environmental problems and solutions in Florida across sectors: A survey of key stakeholders and the public*[J]. *Ambio*, 2023, 52(6):1098-1111.
- [3] *Collected Works of Marx and Engels, Vol. 1* [M]. Beijing: People's Publishing House, 2009.
- [4] Li Xiaojie. *Research on the implementation path of the integration of ideological and political courses in primary and secondary schools* [J]. *Guide to Ideological and Theoretical Education*, 2021(7).
- [5] Liu Jianjun, Qiu Anqi. *On the high-quality development of ideological and political education in the new era* [J]. *Ideological and Theoretical Education*, 2021(4).
- [6] Zhang Yaocan, et al. *Research on the monitoring system of education and teaching quality of ideological and political theory courses in colleges and universities* [M]. Beijing: Economic Science Press, 2014:122.