Exploration on the Integration of Ideological and Political Courses in Universities, Primary and Secondary Schools from the Perspective of Network

Dan Han[1], Junqu Yu[1], Jia Li[2],*

[1]Foshan University, Foshan, Guangdong Province, 528000, China
[2]Guangzhou University of Chinese Medicine, Guangzhou, Hunan, 510000, China
*Corresponding author

Abstract: With the development of information technology, today's young people have become a new person in the internet age. The internet-based promotion of the teaching of ideological and political theory in our universities, primary and secondary schools, and the formation of synergy in the education of all school-age groups, is one of the measures to fully implement the education policy of the 2023 countries. At present, the integration effect of ideological and political theory courses in colleges and universities in China is not good. China's educators in promoting the construction of an integrated platform is still inadequate. There are three ways to solve the practical problems and promote the integration of ideological and political education, including: Integrating Educational Resources, rationalizing educational procedures and optimizing teaching measures.

1. Introduction

The development of the Internet is imperceptibly affecting the lives of college students. June 2022, China had 1.051 billion Internet users, 30.7 percent of whom were 10-to 29-year-olds, according to China Internet Network Information Center statistics. [1] 10-29 years old is the key period for the formation of young people's ideological and moral quality. Chinese educators have always paid close attention to the ideological and political education of college students, stressed in many important meetings, to "Improve the ideological and political work system, to promote the ideological and political course integration of primary and secondary schools," the strategic goal. In China, the integration of ideological and political education in universities and primary and secondary schools is a continuous development of the work with time. We should not only scientifically coordinate the educational planning and educational relations in each stage of learning, but also according to the current living environment of college students and guide the growth of college students. How to integrate ideological and political work and information technology is a new task for 2023 Chinese educators. [2]

2. The Value Implication of Building an Integrated Platform of Ideological and Political Courses in Universities, Middle Schools and Primary Schools from the Perspective of Network

There is insufficient attention to the construction of integration. In practice, there are gaps in platform construction, fragmentation of learning levels, and lack of gradual connection of education, which greatly weaken the effect of the whole process of education. The integrated construction of ideological and political course based on internet in universities, primary and secondary schools is to realize the functions of internet, ideological and political education, educational management and curriculum education in the field of ideological and political education, and so on four mutual development and the coordinated new pattern. [3]

Its profound value implication lies in the following four points. First, from the perspective of the course procedure, the network has overcome the shortcomings of the ideological and political education in each stage of study, which is to act independently, avoid the duplication of teaching content, and effectively resolve the problem of insufficient cohesion of teaching content. Second, from the perspective of teaching content, the network has broken the constraints of time and space dimensions, and achieved the sharing and transmission of high-quality educational resources, which is conducive to enriching the content of ideological and political education, stimulating students' interest and initiative in learning, and effectively resolving the problem of uneven teaching resources in various regions. Third, from the perspective of teaching methods, the network can use online and offline to strengthen the two-way interaction between teachers and students and students, enhance the appeal of ideological and political education, and enhance the adaptability and consistency of students to political learning at different stages. Fourth, from the perspective of teaching evaluation, the network has realized the dynamic collection, detection and analysis of students' ideological and political education information data, provided more targeted ideological and political education for students and reflected the innovation of ideological and political education concepts in the new era.

3. The Practical Dilemma of Carrying Out the Integration of Ideological and Political Courses in Universities, Middle Schools and Primary Schools Based on the Network

The development of network has penetrated into every aspect of social life. The integration of ideological and political courses in schools, schools and primary schools is also influenced by the network. The Internet and ideological politics can be effectively combined. This effective combination is not only related to the formation of students' ideas, but also related to the effect of school education objectives. This is the reality of ideological and political course integration in primary and secondary schools in the Internet era. The integration construction of ideological and political courses based on the network is helpful to realize the cohesion of ideological and political courses at different stages in terms of objectives, contents, methods and means. This is the key to the integration of ideological and political education in large, middle and primary schools. But at present, there are some practical difficulties in the development of this model.

3.1. The Construction of Ideological and Political Integration in Universities, Middle Schools and Primary Schools Needs to Be Strengthened

At present, the education authorities in China have not paid enough attention to and acted on the integration of ideological and political courses, so they cannot fully grasp and meet the expectations of students. Strengthen the coordination ability of all departments, and build an integrated work system of education interconnection, progressive and spiraling. [4] In our concrete work, we found

that there are still some problems in China's ideological and political education, such as the lack of forward-looking education planning and layout, insufficient attention paid by leaders to curriculum construction and insufficient staffing of teachers in teaching. These problems seriously hinder the development of education. Because, this form of education is too monotonous, cannot meet the diversified learning needs of today's students. Therefore, we should perfect the mechanism of ideological and political curriculum integration construction in colleges and primary and secondary schools, so as to improve the ability of ideological and political curriculum construction governance efficiency.

3.2. The Curriculum View and Teaching View of the Integration of Ideological and Political Courses in Universities, Primary and Secondary Schools Need to be Unified

The overall design of ideological and political curriculum is a process that needs to be deeply explored, understood and implemented. At present, the ideological and political course, as the key course of moral education in China, is not obvious in the process of integration construction. In some comprehensive courses, there exists the phenomenon of teacher leading and student centered dislocation. Some of the course content is not attractive and convincing to students. Some classroom cases are too old. To sum up, China's ideological and political comprehensive course teaching material system is not perfect and lacks systematic planning, which leads to poor cohesion of education in China. As a student, teaching objectives, teaching content, teaching methods and teaching evaluation are irrelevant and operate independently in the learning process. [5] There are still problems such as insufficient systematic consideration of the curriculum design of different classes, unclear hierarchical differentiation, and insufficient progressive cohesion. There are some unnecessary repetition and overlapping phenomena in the course content. At the same time, the depth, breadth and coverage of collective lesson preparation, teaching exchange and discussion, and teaching content construction needs further study.

3.3. The Construction of Professional Teachers of Ideological and Political Courses in Universities, Middle Schools and Primary Schools Needs to Be Improved

At present, the ideological and political course teachers at different stages in Chinese schools learn to use the Internet to carry out ideological and political courses, and have initially formed the consciousness of integrated education. At the same time, in the process of teaching practice, we also found that some teachers still lack the sense of guidance, which cannot meet the requirements of the whole school stage training objectives. Some ideological and political teachers only have Marxist theory and are panicked about network technology skills. The adaptability of professional teaching needs to be improved. Some ideological and political teachers abuse the "virtual" classroom and lack the necessary supervision, resulting in the serious disconnection between education and reality, such as "online class desertion". Some ideological and political teachers still lack the internal motivation of integrated and collaborative education, and their sense of cooperation is relatively weak. High school teachers in China often use the slogan "Relax after graduation". This slogan makes high school students mistakenly transfer the pressure of study, seriously undermine the integrity of education and teaching.

4. The Construction Path of the Integration of Ideological and Political Courses in Universities, Primary and Secondary Schools Based on the Network

Curriculum integration construction is not a simple accumulation of curriculum resources, nor is it a simple flow of curriculum elements. At present, the connection of ideological and political

courses in Chinese universities, primary and secondary schools is too simple. It is one of the effective ways to adapt to the development of Chinese education modernization to promote the integration of ideological and political courses among different learning sections by taking "Yiban" as the carrier.

4.1. Construct a Brand New Ideological and Political Course Network Platform Integrating College, High School and Primary School

In the new era, the network is another battlefield of youth education. In order to realize the effective connection of ideological and political education between school age segments, we must build a good network platform. In China, the construction of an integrated ideological and political curriculum network platform among universities, middle schools and primary schools is still blank. As an online interactive community platform promoted by the Ideological and Political Department of the Ministry of Education of China, "Yiban" is very well-known in China. "Yiban" has great potential to become an excellent network platform. To this end, it is necessary to do a good job of top-level design, based on the "Yiban" platform, to build an integrated ideological and political curriculum online education platform for colleges, primary and secondary schools. Teachers should establish a link - to - link and hierarchical curriculum connection system and strengthen the construction of integrated correlation thinking. Teachers should fundamentally change the phenomenon of the division of curriculum design among the selected sections. It is necessary to realize the "horizontal" and "vertical" connection of ideological and political education, and solve the situation that ideological and political education in universities, middle schools and primary schools is split on the network for a long time, as well as the situation of students' learning fatigue. Finally, we should realize the integrity and organic unity of ideological and political education.

4.2. Precise Implementation of Ideological and Political Curriculum Integration in Universities, Middle Schools and Primary Schools

The ultimate goal of education is to cultivate people, and its essence is a social activity. In China, the purpose of ideological and political education is to train young people who can build a modern China. For this reason, we usually believe that the key to achieve the goal of ideological and political integration in the university, middle school and primary school is "cohesion". As an online interactive community that can be participated in, "Yiban" can break the barrier of space and time. So "Yiban" connects students between college, high school, middle school and elementary school. To this end, on the basis of the logical level design and system construction of ideological and political education in universities, high schools and primary schools, the advantages of "Yiban" platform should be actively played. Chinese educators should design and construct systematically in full combination with the reality of the educational objectives and contents of each learning section. Finally, the educational tasks between each school age segment are connected, forming an organic cohesion and spiraling integrated teaching system. Ensure the continuity of quality online education content supply and the continuity of students' ability development. For example, it tries to implement the credit system for students' online teaching to avoid unnecessary duplication of teaching content and waste of resource connection. In this way, the ideological and political education of students of different ages can be achieved. In addition to facing students, the integration construction of ideological and political education based on "Yiban" in the new era should also reflect the interactive function of teachers' teaching. Education authorities should combine the advantages of online teaching, build a two-way channel for primary and secondary school teachers to interact, and carry out programs such as "college teachers go to primary and secondary schools to take ideological and political courses", "primary and secondary school

teachers go to universities to give lectures", and "college students and high school students attend classes together". We should vertically connect educators in many places to establish partnerships, exchange discussions, improve the educational value of teaching resources, improve the quality of education. In the choice of docking content, we should strictly control the quality. It is necessary to use the communication platform of teaching resources to refine teaching content modules and vertically connect teaching content, so as to solve the problem of unbalanced development of educational resources allocation among regions, education levels and schools. [7]

4.3. Tailoring and Integrating the "Management" of Ideological and Political Courses in Primary and Secondary Schools

The effective connection of online education based on "Yiban" in primary and secondary schools should not only reflect the long-term mechanism of ideological and political education integration, but also reflect the needs of each student in each learning stage. Currently, educators in China have used the "Yiban" platform to develop a research system that allows students to complete their entire learning cycle. This system focuses on the "acceptance", "coordination" and "integration" of educational content, avoiding the dispersion of teaching content and resources. The system also makes up for the long-existing connection problems with the Chinese education process, such as the education gap, the blind spot of teacher-student connection, and the waste of teaching resources. [8] The construction of the integration of ideological and political courses in the network needs the competent department of education to set up a talent pool of network famous teachers. Network teachers are needed to study and explore the teaching theme and content in the process of ideological and political education cohesion, and refine and integrate teaching resources. At the same time, Chinese educators should pay attention to the inevitable personality differences of students of different ages. On the premise of fully respecting this law, teachers can further play the convenience advantage of e-learning in any time, place and space. Teachers should develop school-based curriculum according to the students' learning situation. School-based curriculum should ensure the unity of comprehensiveness, integrity and systematicness. To ensure that teachers can provide students with continuous, long-term educational guidance to help students grow and become.

5. Conclusion

To strengthen the integration of ideological and political theory courses in colleges and primary and secondary schools by building internet platforms such as "Yibanes" is an innovation in line with the trend of educational modernization. Therefore, in the future, China's educational work should fully tap the ideological and political education between the various stages of the integration of the collaborative content. Chinese educators should explore the teaching law of synergy in their work and realize the effective complementarity of the contents of each learning link. Only in this way, the school can agglomerate the powerful force of Education, guide the students to grow up, and then promote the integrated innovation and development of ideological and political education.

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