

Exploration on the Excavation and Implementation of Ideological and Political Elements in Modern Chinese Curriculum

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Abstract: As a major course of Chinese language and literature in colleges and universities, the Modern Chinese course contains rich ideological and political elements. It should "keep a good section of the channel and plant a good responsibility field". According to the characteristics and advantages of the discipline, it should deeply study the professional teaching and ideological and political education objectives, implement ideological and political work into the design of curriculum objectives, and run through the whole teaching process. This paper clarifies the orientation and ideological and political objectives of the Modern Chinese curriculum, deeply excavates the ideological and political elements of the curriculum compatible with knowledge and skills, explores the teaching methods and paths of ideological and political elements at the curriculum, and naturally integrates the ideological and political elements into the teaching, so that students can master the knowledge and skills of Modern Chinese at the same time, and promote the ideological and political quality of students to a higher level.

1. Modern Chinese Curriculum Orientation and Ideological and Political Objectives

Modern Chinese is the basic course of Chinese language and literature in colleges and universities. It is not only a basic theory and basic knowledge course, but also a basic skill training course. From a macro perspective, this course is guided by Marxist theory, implements the principle of integrating theory with practice, systematically teaches the basic theory and knowledge of Modern Chinese, and strengthens the training of students' basic language skills, aiming at cultivating and improving students' ability to understand, analyze and use Modern Chinese, and laying a good foundation for their future work in Chinese teaching and research. [1]From the micro perspective, Modern Chinese teaching practice is rich in humanism and ideology, and it is a natural place for curriculum ideological and political education, which makes the reform of Modern Chinese curriculum have clear ideological and political objectives that match the curriculum value and curriculum positioning, which is in line with the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum", which states that "we should study the educational objectives of different disciplines in depth according to the characteristics and

advantages of different disciplines", In teaching, we should implement the concept of "curriculum goal design". [2]Therefore, as a professional course, Modern Chinese should also "keep a good channel and plant a good responsibility field", and put ideological and political work through the whole process of teaching.[3] In combination with the disciplinary nature and educational value of Modern Chinese curriculum, the goal of ideological and political construction of Modern Chinese curriculum can be formulated as the following five aspects:

First, general language literacy. Strengthen the education, teaching, promotion, and popularization of the national common language and characters, so that students can master the language ontology and knowledge of Modern Chinese pronunciation, characters, vocabulary, grammar, rhetoric, and be able to use standard language and characters to express.

Second, self-confident awareness of language and writing. Confidence in language and writing is an important aspect of cultural confidence. Through the Modern Chinese course, students will continue to strengthen their love for the language and writing of the motherland, establish confidence in language and writing, and better convey the Chinese voice and tell Chinese stories.

Third, language communication and promotion ability. Through the teaching and practice of Modern Chinese, students can feel the unique beauty of the Chinese language and characters, and are committed to actively spread and promote the Chinese language and characters through various ways and platforms to show the charm of Chinese and China to the world.[4]

Fourth, language safety awareness. Language and character are an important force for the development of the country. Through Modern Chinese teaching, students can establish the recognition awareness and safety awareness of the national common language and characters, take the rational use of the motherland's language as their own responsibility to contribute to the socialist construction, adhere to the purity and standardization of the motherland's language, and consciously safeguard the national language security.[5]

Fifth, the ability to teach and educate teachers. The course is aimed at students majoring in Chinese language and literature in colleges and universities. They should imperceptibly educate and infect normal students in the process of professional knowledge and ideological and moral education, constantly enhance their sense of mission and responsibility in teaching and educating people, and lay a solid foundation for normal students to become excellent educators.

The orientation of the modern Chinese curriculum and the determination of ideological and political objectives are the first and key step in the development of ideological and political education in the curriculum, and the top-level design for the subsequent exploration of ideological and political elements around the curriculum knowledge and skills, classroom planning and teaching design, and the implementation of high-quality ideological and political education in the curriculum (Figure 1).

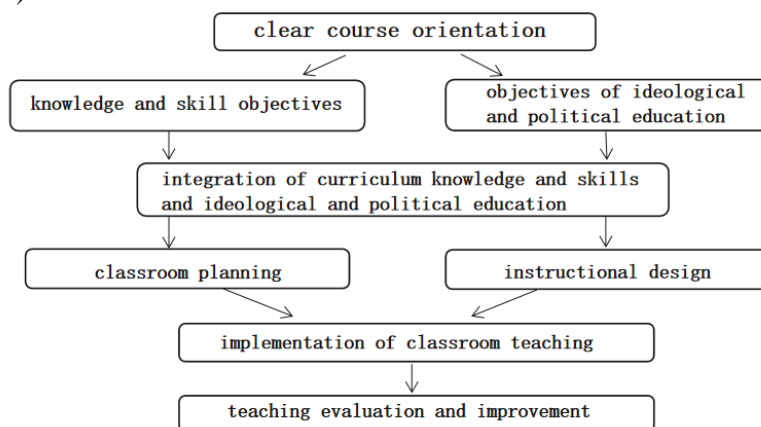


Figure 1: Thought of ideological and political teaching design of modern Chinese course.

2. Ideological and Political Elements of Modern Chinese Curriculum

The purpose of Modern Chinese teaching is to enable students to have "one ability and two consciousness", that is, the ability to apply language and characters, the consciousness to consciously standardize the use of national common language and characters, and the consciousness to consciously inherit and carry forward the excellent Chinese culture. Enhancing cultural self-confidence and strengthening the consciousness of the mother tongue is a way to realize the integration and co-promotion of ideological and political education in the curriculum and Modern Chinese teaching. Its essence is to take professional knowledge as the carrier, give full play to the infectivity and penetration of language and writing. In specific teaching, we can integrate such ideological and political elements as dialectical thinking, social responsibility, patriotism, national feelings, innovation awareness, cultural self-confidence, etc. into chapters such as pronunciation, Chinese characters, vocabulary, grammar, rhetoric, etc, Integrate "professional teaching" with "curriculum ideological and political" to achieve the goal of teaching and educating people.

Take Modern Chinese (revised six editions and simplified edition) edited by Huang Borong and Liao Xudong as an example, [6]each of the six main contents of the Modern Chinese curriculum has a starting point for ideological and political education. In the introduction part, it summarizes the characteristics of Modern Chinese through the comparison between Chinese and other languages, so that students can feel the unique beauty of Modern Chinese, enhance students' sense of identity with the language of the motherland, and thus establish the self-confidence of the mother tongue and strengthen the consciousness of the mother tongue; In the pronunciation part, in addition to teaching pronunciation knowledge such as voice, rhyme and tone, students can also understand the importance of Mandarin and its role in maintaining national unity; In the part of characters, through the magnificent evolution of the form of Chinese characters from oracle bone inscriptions, gold inscriptions, small seal characters, official script, regular script, cursive script and running script, students can review the Chinese history and culture in a continuous line, and experience the wisdom of the ancients and the writing and aesthetic functions of Chinese characters in the construction method of Chinese characters; In the vocabulary part, students are guided to understand the values of excellent traditional culture contained in cultural words. Through the introduction of new words, students can experience the rapid development of science and technology and the great progress of the motherland. They can also be guided to purify the pragmatic environment and enhance their sense of social responsibility through the survey of popular words; in the grammar part, guide students to understand the uniqueness and flexibility of Chinese grammar, establish the character of being good at thinking and excelsior, understand the relationship between individual speech acts and the construction of a harmonious socialist society, improve the standardization of mother tongue use, and strengthen language pride; [7]in the rhetoric part, guide students to mention the skills of using language and characters, carefully select sample sentences to convey positive energy to students or choose vivid and novel language phenomena in life to let students feel the aesthetic art and expression effect of figures of speech. For example, take "everyone wants to succeed, but never to grow" as an example to arouse students' thinking about life philosophy.[8]

The key point to excavate ideological and political elements is to find the fit point between curriculum content and ideological and political integration, and realize the deep integration of knowledge and skills objectives in each chapter and ideological and political education in the curriculum. See the table 1 below for the comparison of knowledge and skills in some chapters of Modern Chinese and ideological and political elements in the curriculum.

Table 1: Comparison between knowledge and skills of some chapters and ideological and political elements of the curriculum

| Chapter | Knowledge and Skills | Ideological and Political Elements of the Curriculum |
|--------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction | The formation and development of Modern Chinese | The Chinese language has a long history and has been handed down |
| | Characteristics of Modern Chinese | The unique charm and advantages of Modern Chinese in pronunciation, vocabulary and grammar |
| | The status of Modern Chinese | Stimulate patriotism, enhance cultural self-confidence and native language awareness |
| | Modern Chinese and Dialects | China has a vast territory, and its dialects have their own characteristics: "different sounds in ten miles"; The national common language has strong cohesion and communication function |
| | Popularize the common spoken Chinese | Guide students to standardize Mandarin and strive to be civilized college students in the new era |
| Chinese characters | The origin of Chinese characters | Chinese characters are the crystallization of the wisdom of ancient Chinese, and are the oldest and most dynamic characters in the world |
| | The evolution of the form of Chinese characters | The evolution of Chinese characters reflects the history and culture of one continuous line; Chinese characters have unique graphic beauty, and derive unique calligraphic art |
| | Characteristics of Chinese characters | The two-dimensional plane block characters with semantic structure are simple to write and profound in meaning, and have both practical and aesthetic functions |
| | The structure of Chinese characters | The construction method of Chinese characters embodies the wisdom of the ancients, and the structure of Chinese characters contains rich historical and cultural connotations |
| | Simplification and standardization of Chinese characters | The dialectical relationship between complex and simple Chinese characters and the historical necessity of Chinese characters from complex to simple; Chinese characters are full of vitality in the information age |

3. Ideological and Political Implementation Path of Modern Chinese Curriculum

(1) Construct the content system of "curriculum, ideological and political" in Modern Chinese

The content system of Modern Chinese courses is coordinated and restricted into six parts: understanding Modern Chinese (introduction) - the material shell of language (pronunciation) - the written symbols of language (characters) - the building materials of language (vocabulary) - the structural rules of language (grammar) - the application skills of language (rhetoric), which are closely systematic. The construction of curriculum ideological and political education can also integrate the knowledge of language, teaching, art, aesthetics, ideological and political education, and other disciplines around the aspects of listening, speaking, reading, and writing involved in the Modern Chinese curriculum to form the content system of "curriculum ideological and political education" in Modern Chinese and realize the comprehensive development of students. In this process, we should combine the characteristics of Modern Chinese curriculum, educational value and construction requirements, and find the ideological and political mapping and integration points

in the curriculum to carry out the ideological and political work of the curriculum. Pay attention to the content of knowledge in the dissemination of knowledge, and pay attention to the guidance of values in the dissemination of knowledge, give full play to the educational function of the curriculum, and realize the organic unity of knowledge teaching, ability training and value guidance(Figure 2).[9]

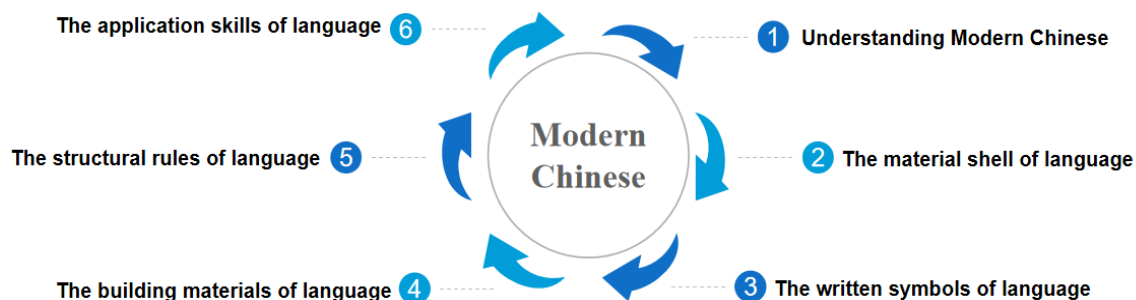


Figure 2: Modern Chinese system.

(2) Highlight the humanity and life of Modern Chinese teaching

The goal of ideological and political education in the course is to let ideological and political education really enter the mind and heart, so we should avoid boring preaching and mechanical indoctrination in the process of Modern Chinese teaching. Most of the examples in Modern Chinese textbooks are classic words and sentences. Clearly, there is a gap between these examples and the language features of students in their real life, which leads to students' low interest or poor understanding. [10]Therefore, in teaching, we should actively select vivid language cases that are close to students' actual situation, and effectively mobilize students' enthusiasm for learning based on their same language knowledge and cultural information, to promote students to understand and master the laws of Modern Chinese. In specific practice, we can choose campus language, social language, academic language, network language, etc. to guide students to apply what we have learned in the course to the analysis of real language phenomena. At the same time, we should pay attention to the close combination of teachers' guiding role and students' hands-on practice, to make language knowledge live and life language knowledge, to improve the ideological and political teaching effect of the course.

(3)Strengthen the educational content supported by activity competitions and group practice

Modern Chinese ontology knowledge is theoretical, but the ultimate goal is the practical use of language, so we should strengthen the practicality of the curriculum.[11] For students majoring in Modern Chinese, various kinds of language and cultural practice activities can be organized in and out of class, such as competition activities and group practice, such as speech practice with the goal of correct pronunciation and perfect pronunciation, perfect voice and emotion, competition practice with the goal of respecting Chinese characters and standardized writing, investigation practice with the goal of standardized use of words and civilized language, and Chinese rhetoric appreciation practice with the goal of seeking knowledge and beauty, accuracy and elegance, Strengthen students' exploration awareness and practical ability. Activities or practices can be microtheme discussions, classroom games, creative competitions, group survey reports, etc. Through the ingenious design of curriculum, ideological and political activities into the teaching, to achieve the effect of "moistening things silently". Taking the Chinese character chapter as an example, the ideological and political activities or practices that can be carried out in the course are shown in Table 2.

Table 2: Design table of ideological and political integration of Chinese character chapter curriculum

| Chapter | Knowledge and Skills | Curriculum ideological and political integration design |
|--------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chinese characters | The origin of Chinese characters | If you were a prehistoric ancestor, how would you record the language (create Chinese characters)? |
| | The evolution of the form of Chinese characters | Chinese character writing competition: write your name in your favorite Chinese character form and conduct class evaluation |
| | Characteristics of Chinese characters | Micro topic: 1. Someone said that "Chinese characters are not phonetic characters, but backward characters". What do you think? 2. Will the screen culture be popular in European and American countries? Why? |
| | The structure of Chinese characters | Classroom games: Guess charades and feel the structure of Chinese characters |
| | Simplification and standardization of Chinese characters | Micro topic: Feng Xiaogang proposed to restore some traditional Chinese characters at the two sessions. What do you think? Survey practice: survey on the use of Chinese characters in short videos |

(4) Establish a Modern Chinese ideological and political teaching resource library

The implementation of high-quality curriculum ideological and political education cannot be separated from the excavation of curriculum ideological and political elements and the establishment of a teaching resource databases.[12] In Modern Chinese teaching, we can broaden the thinking of ideological and political courses, enrich the forms of ideological and political courses, and provide convenient conditions for effective ideological and political teaching by establishing ideological and political corpus, ideological and political microproject, ideological and political second class and other ideological and political teaching resources. For example, a database of new words on the Internet can be established: positive energy, Clean Your Plate Campaign, hard core, rebel, flag bearer, super combustion, never forget the original intention, people first, life first, after wave, double circulation, digital economy, carbon peak, Chinese path to modernization, etc., and analyzed from the perspectives of meaning, causes, characteristics, impact, grammar structure, so that students can master language ontology knowledge while feeling the rapid development of the country and society, Enhance the sense of social responsibility. It is also possible to establish a microtheme on ideological and political affairs: "Look at the relationship between simplified characters and traditional characters from the current situation of the use of traditional and simplified characters in the mainland, Hong Kong and Taiwan, and overseas", "Chinese characters are not phonographic characters, but backward characters, and should be abolished",[13] "Chinese characters are the bottleneck of China's entry into the information age", etc., to train students' profound and rigorous dialectical thinking, divergent thinking and academic thinking.

(5) Formulate the evaluation mechanism for the ideological and political assessment of the curriculum

Modern Chinese curriculum not only integrates ideological and political elements in the teaching process, but also should give full play to the "baton" role of assessment and add ideological and political content in the peacetime and final assessment links to consolidate educational achievements (As shown in Table 3). At the end of each unit, students can be required to complete

assignments containing ideological and political education goals, which will be included in their usual grades. [14]For example, "How do you think language is an important embodiment of the country's soft power?" "How do you evaluate the network buzzwords" "Write your name in the form of your favorite Chinese characters" "Find out the examples of the same and different figures of speech in the 19th and 20th National Congress of the Communist Party of China"; the final exam will definitely examine the topic of embedding ideological and political elements in Modern Chinese knowledge points. For example, Lu Xun said in the Outline of the History of Chinese Literature, From Word to Article, that Chinese characters "have three beauties: first,the beautiful meaning is to feel the heart; second,the beauty of sound is to feel the ear; third,the beauty of form is to feel the eye",[15] giving examples to illustrate the beautiful meaning, sound and form of Chinese characters.

Table 3: Course Ideological and Political Assessment Form

| Assessment weight | Assessment indicators |
|---------------------------|----------------------------------------------------------------------|
| Ordinary assessment (50%) | Participation in ideological and political activities |
| | Performance of emotions, attitudes and values |
| Final assessment (50%) | Understanding of the ideological and political content of the course |
| | Logical thinking ability to comprehensively analyze problems |
| | Language organization and expression ability |

4. Conclusion

The ideological and political construction of Modern Chinese curriculum is a systematic project and a long-term task. It is necessary to make full use of the relevant knowledge of language and writing to achieve interdisciplinary and all-around education. It is necessary to fully tap the ideological and political elements in teaching materials and subject systems, imperceptibly integrate ideological and political education in knowledge interpretation, and implant ideals, beliefs and values in professional teaching, and constantly broaden the path to achieve the goal of curriculum construction, to make contributions to the training of qualified builders and successors of socialism.

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