

Exploration of the Value of Current Ideological and Political Education in the Context of Great Ideological and Political Views

Hongzhi Chen, Yameng Zhang

Yulin Normal University, Yulin, 537000, China

Keywords: Socialism with Chinese Characteristics in the New Era; Curriculum Ideological and Political Education; Education System; Value Implications

Abstract: The Great Ideological and Political Outlook regards moral education as the fundamental task of education, and regards ideal and belief education as the core, to achieve a new concept of ideological and political work that involves educating all personnel, the entire process, and the entire curriculum. Therefore, ideological and political education in the curriculum is a comprehensive education concept with unique Chinese characteristics, and its value orientation has a distinct sinicization and modernization background. Entering the new era, we should accurately grasp the law of ideological and political education in the curriculum, adhere to the fundamental task of education, and use the Socialism with Chinese characteristics thought and innovative theory of the new era to cast the soul and educate people. Only in this way can we better take root in China to run education and create a new situation for the development of China's higher education.

The report of the 20th National Congress of the Communist Party of China proposes: "Improve the system of ideological and political work, promote the integration of ideological and political education in universities, middle schools, and primary schools." In the new era, while implementing the strategy of rejuvenating the country through science and education and expediting the development of an education powerhouse, we must not only consider China's national conditions, adhere to Chinese characteristics, and harness the strength of the Chinese people, but also bolster ideological and political work. It is essential to consistently uphold the fundamental task of moral and character education, and promote the integration of ideological and political education in universities and middle schools. This will cultivate individuals imbued with the spirit of Socialism with Chinese characteristics in the new era and innovative theory, providing the foundational support for nurturing talent suitable for building a modern socialist power and achieving the goals of the second century.

The overarching ideology centers on prioritizing moral cultivation as the fundamental educational task, with ideals and beliefs education at its core. It involves the full utilization of ideological and political resources from various courses, infusing the concepts of Socialism with Chinese characteristics in the new era and innovative theory into the teaching methods of diverse subjects. This ensures that the final stage of curriculum-based ideological and political education functions effectively, enabling both specialized and general education to play a pivotal role in the ideological and political education process. This embodies a new concept of ideological and political work that

covers all students, all stages, and all courses. Since the 18th National Congress of the Communist Party of China, national leaders have attached great importance to ideological and political work, placing it in a prominent position in universities. They have put forward new requirements for comprehensive and strategic development based on integrity and innovation, continuously enhancing the practical effectiveness of "three comprehensive education", and pushing the integration of ideological and political education to new heights. We are in the era tide of comprehensively promoting the great rejuvenation of the Chinese nation with Chinese path to modernization, and on the new journey to achieve the second century goal. The ideological and political work in colleges and universities should also keep pace with the times, combine implicit education with explicit education, respect the different circumstances of young students' growth and development, Make good use of the key links in classroom teaching to enhance the affinity and pertinence of ideological and political education, guide young students to establish lofty ideals and aspirations, shoulder historical responsibilities, integrate life ideals into the cause of the country and nation, and achieve their own life values through unremitting struggle.

Adhering to the central link of moral education and cultivating talents, and integrating ideological and political work throughout the entire process of education and teaching "[1] requires the teaching subject to create a collaborative education curriculum system in practical teaching by meeting students' needs, innovating teaching processes, and creating an educational atmosphere, in order to achieve all-round and comprehensive education for all personnel, the entire process, and the entire curriculum.

1. Curriculum ideological and political education is an inherent requirement of ideological education

The "ideological and political education in curriculum" has existed for a long time. Throughout history, educators have been adept at exploring the interrelationships between teaching, disciplines, courses, and ideological education. One of the traditional ideological education in ancient China, the Confucian educational concept, is the core factor in the Confucian value system, which includes "benevolence", "righteousness", "etiquette", "wisdom", and "faith". In the Analects of Confucius, the educational principles are summarized as follows: "Wen, Xing, Zhong, Xin" [2], where "Wen" refers to knowledge education, and the other three are moral education; It is also pointed out that "if there is room for effort, then one should study literature", emphasizing that morality should be the top priority and that one must first reach a certain level of morality in order to learn cultural knowledge. Han Yu, a famous literary figure of the Tang Dynasty in China, mentioned in his article "Teacher Talk": "Teachers are the ones who teach, so preaching and receiving education to dispel doubts." Here, Han Yu prioritizes "preaching", indicating that educators must first possess excellent moral character, and then clarify values, ideological concepts, political viewpoints, and moral norms. Through the educators' own academic abilities, they can "receive education" and "dispel doubts, Cultivate talents who meet the needs of social development.[3] As an educational ideology advocated in modern China, the essence of "thousands of teachings and thousands of teachings, teaching people to seek truth; thousands of studies and thousands of studies, learning to be true" is that the development of all teaching ultimately lies in cultivating the moral character of the educated. Abroad, Socrates, as a thinker, philosopher, and educator of ancient Greece, expounded the values of "beauty itself" and "justice itself", which are considered the universal definitions of beauty and justice, and are true knowledge. He also elaborated on another moral and ethical proposition, "Virtue is knowledge", that is, quality and knowledge are unified, and morality can be obtained through various knowledge learning. To become a morally noble person, one must have a good understanding in order to make the most just and courageous behavior. It can be seen that educating people, especially moral

education, is the essential attribute of education.[4]

How to cultivate people and for whom to cultivate them are fundamental issues in China's education. The ideological and political education of the curriculum has a distinctive educational orientation. Adhering to the ideology of Socialism with Chinese characteristics in the new era and the innovative theory of educating people highlights the theoretical character and practical requirements of the modernization of Chinese Marxist philosophy in China. Since the 18th National Congress of China, with a deepening understanding of the dynamics within China's education industry, the process of nurturing individuals necessitates our grounding in the national context. It requires us to commit to the high-quality development of education with a distinctive Chinese approach, aligned with the overarching goals of China's modernization drive. Our educational efforts must be people-centric, with a strong emphasis on developing the teaching staff as a foundational endeavor. Serving the grand rejuvenation of the Chinese nation is deemed a crucial mission of education, with moral education at the heart of our educational tasks. This includes accelerating the establishment of a high-quality education system that aligns with the principles of Socialism with Chinese characteristics. For whom we train people, we must adhere to the latest achievements of the modernization of Chinese Marxist philosophy in China as the educational content, integrate Core Socialist Values into the whole process of teaching all kinds of courses, enable all kinds of courses to play the role of ideological and political education guidance, guide the educated towards the realization of the second centennial goal, and comprehensively promote the great rejuvenation of the Chinese nation with Chinese path to modernization, To truly provide strong talent support for Chinese path to modernization.

2. Curriculum ideological and political education is the direct inheritance of ideological and political education practice in universities

In China, various courses in higher education institutions have educational functions, emphasizing the role of ideological and political education in various courses, including ideological and political theory courses. This is not only a consistent requirement of ideological and political work in universities since the establishment of the People's Republic of China, but also the responsibility of all educators to educate people. In 1987, the "Decision of the Central Committee of the Communist Party of China on Improving and Strengthening the Ideological and Political Work in Higher Education Institutions" explicitly required the integration of ideological and political education with professional teaching work. The "Outline of Moral Education in Ordinary Higher Education Institutions in China" issued by the National Education Commission in 1995 emphasized the need to leverage the moral education functions of various subjects in teaching and organically implement moral education for students in combination with relevant teaching content and various links. In 2004, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students", which pointed out the need to deeply explore the ideological and political education resources of various courses, strengthen ideological and political education in the process of imparting professional knowledge, and enable students to consciously strengthen their ideological and moral cultivation and improve their political awareness in the process of learning scientific and cultural knowledge.[5]

Since the 18th National Congress of the Communist Party of China, China has attached great importance to cultivating morality and cultivating talents, strengthening moral education, and building a comprehensive ideological and political pattern of "three comprehensive education". The goal and direction of ideological and political education in the curriculum are more clear. In 2014, the Ministry of Education's "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Virtue and Cultivating People" clearly proposed

the goal of achieving comprehensive education, full process education, and full staff education. In 2017, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Strengthening and Improving Ideological and Political Work in Universities under the New Situation", which clearly stated the need to fully explore and utilize the ideological and political education resources contained in various disciplines, and improve the management methods of classroom teaching in universities. In 2017, the Ministry of Education issued the "Implementation Outline of the Project for Improving the Quality of Ideological and Political Work in Universities", which clearly pointed out that curriculum education is an important link in teachers' ideological and political work, as well as an important aspect of teaching supervision and teacher performance evaluation. Chen Baosheng, then Minister of Education, proposed at the National Undergraduate Education Working Conference of Colleges and Universities in the New Era: "Colleges and universities should clarify the educational elements and responsibilities of all courses, promote every professional course teacher to develop and carry out the 'curriculum ideological and political' teaching design, and ensure that the curriculum is ideological and political, and all teachers teach people." [6] The Guiding Outline of Ideological and Political Construction of Colleges and Universities Curriculum issued by the Ministry of Education in 2020 The goal, requirements, and content focus of ideological and political education in the curriculum have been clarified, and it is pointed out that all universities, teachers, and courses should take on the responsibility of educating people, guard a certain channel, and cultivate a good field of responsibility, so that various courses and ideological and political courses can go hand in hand, unify explicit and implicit education, form a synergistic effect, and build a comprehensive pattern of educating people throughout the entire process. In the "Work Plan for Comprehensively Promoting the Construction of" Great Ideological and Political Courses "issued by ten departments including the Ministry of Education in 2022, it is proposed to comprehensively promote the high-quality construction of ideological and political courses. It can be seen that ideological and political education in universities should focus not only on the effective integration of vertical construction, but also on promoting the horizontal layout of ideological and political courses in universities, that is, the synergistic effect between various courses and ideological and political courses, so that the practice of ideological and political education in universities can present a three-dimensional development, and achieve the effectiveness of ideological and political education in courses.

3. Several value dimensions of ideological and political education in curriculum

The exploration and practice of curriculum ideological and political education is the overall grasp and comprehensive application of the three laws of ideological and political work, teaching and education, and student growth. Curriculum ideological and political education is not a simple curriculum teaching practice, but has two aspects of connotation. The redevelopment of one of the courses requires educators to excavate the ideological and political education resources contained in other types of course teaching content, integrate and reprocess the teaching resources, and condense them into curriculum teaching content with deep integration with ideological and political education elements. Second, the rational spread of values requires educators to integrate ideological and political education elements into other types of curriculum education to achieve deep integration in all teaching links, and to root in Core Socialist Values imperceptibly, so as to strengthen the education of contemporary college students' ideals and beliefs and foster patriotism. In the process of implementing ideological and political education in the curriculum, we need to focus on comprehensively improving talent cultivation capabilities, that is, the core point of curriculum education, and collaborate to promote the institutional mechanism of ideological and political construction in the curriculum, so as to further enhance the effectiveness of moral education in

universities. In terms of value shaping, we should form an educational pattern of moral and political values. In terms of quality and ability training, we should train more talents with all-round development of morality, intelligence, physique, beauty and labor for the society, and train qualified builders and reliable successors for the cause of Socialism with Chinese characteristics. Therefore, in essence, curriculum ideological and political education is a kind of educational concept. It is necessary to promote the concept of curriculum ideological and political education to form a broad consensus. The work of shaping people with professional courses and the work of ideological and political education casting soul, through the combination of "educating people" and "educating morality", successfully solved the fundamental educational problems of who, how and for whom to cultivate people, and fundamentally realized the provision of talent support for Chinese path to modernization. In China, there are inevitably several value dimensions in the ideological and political education of curriculum.

First, we must adhere to the path of educational development with Chinese characteristics under socialism. Marx once pointed out in the Introduction to "The Critique of Hegelian Philosophy of Law": "Once theory grasps the masses, it will also become a material force. As long as theory persuades people, it can grasp the masses; and as long as theory is thorough, it can persuade people." Faced with various hostile forces in the West intensifying infiltration, destruction, subversion, and separatist activities, attempting to disrupt us ideologically and politically, Shaking the social and mass foundation of our country's governance. Entering the new era, China has taken into account the overall situation of the great rejuvenation of the Chinese nation in China and the unprecedented "two major situations" in the world. We have adhered to the bottom line thinking, prepared for danger in times of peace, and taken a path of educational development that is in line with our own national conditions, suitable for our own characteristics, and determines our own destiny in the face of changes in the world, changes in the times, and historical changes.

The second is to persist in making moral education the fundamental task of education. In the Book of Rites, it is recorded that "the way to a university is to be clear and virtuous, to be close to the people, and to be the ultimate good." Cultivating virtue and cultivating talents is not only a cultural inheritance of China's education, but also a distinctive feature of China's universities.

The third is to adhere to serving the great rejuvenation of the Chinese nation as an important mission of education. The report of the 20th National Congress of the Communist Party of China deeply analyzed the new historical characteristics faced by China's development in planning future goals, tasks, and action plans, and clarified the goals, tasks, and major policies for the development of various national undertakings in the next five years and even longer. Since the beginning of the 18th National Congress of the Communist Party of China, the great rejuvenation of the Chinese nation has achieved historic achievements. We have achieved the first centenary goal and entered a new stage in the historical journey of comprehensively building a socialist modernized country and achieving the second centenary goal. Entering a new era, promoting the construction of a high-quality education system and improving the quality of human resources are not only the internal requirements of education, but also the inevitable choice to achieve Chinese path to modernization.

Fourth, it is a historical necessity to deepen the reform of the Education reform and accelerate the construction of "double first-class". We need to improve our political stance, establish a grand ideological and political view, and attach importance to implementing the ideological and political work system into the construction of disciplines; Implement the mechanism of cultivating morality and cultivating talents, solve the problem of "separation" between ideological and political education courses, professional theory courses, and general theory courses, build an "integrated" education system, and form a grand ideological and political pattern. We must play a good role as the baton of educational evaluation, adhere to establishing the correct direction of educational evaluation, and "resolutely overcome the stubborn diseases of only scores, only admission to higher education, only

diplomas, only papers, and only hats". Furthermore, we must maintain a delicate balance between domestic and international contexts. We should steadfastly align with the principles of socialist education, with the establishment of world-class universities and top-tier academic disciplines serving as a robust foundation to drive the deepening of higher education's substance. Our commitment to expanding educational accessibility, reinforcing educational partnerships, and expediting the journey to build an educational powerhouse under the banner of education development consistent with the tenets of Socialism with Chinese characteristics should persist.

Our primary focus remains on nurturing a new generation imbued with ambition, morality, competence, and a strong sense of responsibility. They should be equipped to meet the evolving demands of our era and shoulder the substantial responsibility of facilitating the rejuvenation of our nation.

Acknowledgement

2020 Yulin Normal University Curriculum Ideological and Political Project "Innovation and Entrepreneurship Foundation for College Students" (2020KCSZ19);[General Education Reform Project] 2023 Yulin Normal University Undergraduate Education Reform Project "Research on the Path of Integrating Ideological and Political Elements into Innovation and Entrepreneurship Education for College Students under the Background of Ideological and Political Curriculum" (2023XJJG22).

References

- [1] Wang X, Shi Y. *The connotation, characteristics, difficulties and coping strategies of ideological and political curriculum in the new era* [J]. *Journal of Xinjiang Normal University* 2020; 41 (2): 50-58
- [2] Chen B. *Speech at the new era national undergraduate education conference* [J]. *China Higher Education* 2018; (Z3): 5-16
- [3] *Translated and annotated by Kong Qiu/Chen Dian. Analects of Confucius* [M]. Jiangxi: Jiangxi People's Publishing House, 1st edition 2016.
- [4] Zhao F, et al. *Why Li De Shu Ren* [J]. *Education in Beijing (Higher Education)* 2021; (3): 4-19
- [5] [Germany] Friedrich Engels/[Germany] Karl Marx. *Selected works of Marx and Engels (Volume I)* [M]. Beijing: People's Publishing House 2012.
- [6] *Translated by Wang Guoxuan. University · Doctrine of the Mean* [M]. Beijing: Zhonghua Book Company, 1st edition 2016.