

# *Research on the Integration of New Era Junior High School Ideological and Political Education with Integrity Education*

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**Keywords:** New era junior high school ideological and political education, integrity education, integration pathways, practical strategies

**Abstract:** In the context of the new era, junior high school ideological and political courses (referred to as ideological courses) bear the important mission of cultivating students' core literacy and socialist core values. This paper focuses on how to effectively integrate integrity education into the teaching of junior high school ideological courses, aiming to explore specific practical paths and strategies. Through comprehensive analysis of existing literature and in-depth study of actual teaching cases, this research reveals the importance of integrity education in ideological courses and proposes various effective approaches for integrating integrity education. The study shows that ideological courses that incorporate integrity education can more comprehensively promote students' moral character development and values shaping. This paper first elaborates on the importance of integrity education for students' personal development and social harmony, and then discusses the necessity and feasibility of integrating integrity education into current junior high school ideological courses. Furthermore, the article puts forward a series of specific integration paths and strategies, such as classroom discussions, case analysis, role-playing, and social practice activities, to help students understand and practice the value of integrity in practical contexts. In addition, this paper particularly emphasizes the key role of teachers in the integration process and offers suggestions for enhancing teachers' professional competence, innovative teaching methods, and strengthening professional ethics and teacher conduct. Finally, the article provides a future outlook for the integration of integrity education into ideological courses, believing that this integration not only helps improve students' personal character but also promotes the deep-rootedness of socialist core values, providing a solid moral foundation for building a harmonious society. This research aims to provide theoretical basis and practical guidance for the effective integration of junior high school ideological courses and integrity education to promote the in-depth development of ideological education in the context of the new era.

## **1. Introduction**

Junior high school ideological and political courses play an important role in cultivating students' socialist core values and moral character. Integrity education, as an essential component, plays a significant role in shaping qualities such as honesty, trustworthiness, self-discipline, and self-reflection in students. This paper aims to study the path of integrating integrity education into junior high school ideological and political courses in the new era and explore how to achieve more effective educational goals through integration.

## **2. Theoretical Foundation of Junior High School Ideological and Political Courses and Integrity Education in the New Era**

### **2.1. Characteristics and Goals of Junior High School Ideological and Political Courses in the New Era**

Junior high school ideological and political courses in the new era have several characteristics and goals. Firstly, they focus on cultivating students' socialist core values and guiding them to establish correct worldviews, lifeviews, and values. Secondly, ideological courses emphasize the development of students' thinking abilities and innovative spirit, cultivating their capacity for independent thinking and critical thinking. Thirdly, ideological courses also emphasize cultivating students' sense of social responsibility and civic consciousness, enabling them to actively participate in social practice and public affairs. In summary, junior high school ideological and political courses in the new era aim to cultivate students' comprehensive development and qualify them as competent builders of socialism and reliable successors.

### **2.2. Theoretical Foundation and Significance of Integrity Education**

Integrity education is an important aspect of cultivating students' moral character and social responsibility. Its theoretical foundation mainly includes disciplines such as moral ethics, educational psychology, and sociology. Moral ethics provides the foundation of values and moral principles for integrity education, educational psychology explores the psychological processes and regularities of students' moral development, and sociology focuses on the impact of integrity behavior on social order and social relationships. The significance of integrity education lies in cultivating qualities such as honesty, trustworthiness, self-discipline, and self-reflection in students, improving social trust and fairness, and promoting the development of social harmony and stability [1].

### **2.3. Theoretical Foundation of Integration Pathways**

The integration of junior high school ideological and political courses in the new era with integrity education needs to be based on the theoretical foundation of both. Firstly, it is necessary to regard integrity education as an important component of ideological courses based on the characteristics and goals of junior high school ideological and political courses in the new era and integrate it into various aspects and content of the courses. Secondly, it is important to draw on the theoretical foundation of integrity education and the research achievements of educational psychology to design teaching methods and strategies suitable for the cognitive level and psychological characteristics of junior high school students, enabling them to better understand and apply the concepts and behaviors of integrity. Additionally, attention should be given to social practice and campus culture construction. By creating a favorable educational environment and

incentive mechanisms, students can experience and practice the importance of integrity in practical contexts. The integration pathway of junior high school ideological and political courses in the new era with integrity education needs to be established based on the characteristics and goals of these courses, the theoretical foundation and significance of integrity education, and the theoretical foundation of integration. By fully understanding and applying these theoretical foundations, guidance and support can be provided for integrating integrity education into junior high school ideological and political courses in the new era, achieving more effective educational goals.

### **3. Fusion Path and Strategies**

#### **3.1. Setting Fusion Goals and Core Content**

In the process of integrating new-era junior high school ideological and political education with integrity education, setting clear fusion goals is paramount. These goals should revolve around identifying core content, where ideological and political courses intersect with integrity education. This entails a thorough analysis of their shared principles and interdependencies. For instance, ideological and political courses emphasize the cultivation of socialist core values, aligning closely with integrity education's focus on fostering qualities like honesty, trustworthiness, and integrity. These connections should be leveraged to organically integrate the two domains in teaching. Simultaneously, when establishing fusion goals, it's essential to consider the age-specific characteristics and cognitive abilities of junior high school students. Recognizing that they are undergoing significant physical and mental development with cognitive limitations, fusion goals should be attainable and tailored to their cognitive levels and learning needs. Students can be progressively guided, starting with simple recognition of integrity behaviors such as rule-following and respect for others, gradually advancing to more complex integrity concepts and social responsibility awareness. This gradual approach ensures that students grasp the core fusion content, acquire correct values, and adhere to behavioral guidelines. Setting explicit fusion goals and core content serves as a cornerstone, guiding teachers in their instructional design and students in their learning journey. Once fusion goals are established, teachers can select appropriate teaching resources and methods to achieve desired teaching outcomes. Simultaneously, students gain clarity regarding learning objectives and significance, fostering active participation in fusion teaching. Consequently, defining fusion goals and core content is foundational and pivotal in realizing educational objectives when integrating ideological and political courses with integrity education [2].

#### **3.2. Instructional Design and Methods**

In the instructional design and methods for integrating new-era junior high school ideological and political education with integrity education, a student-centered approach is essential to enhance their comprehension and application of integrity education. One effective teaching method is case analysis, which encourages critical thinking and discussions using real-life cases. Teachers can select integrity-related issues directly relevant to students, such as integrity cooperation among peers or maintaining integrity in the online world. Students can analyze these cases, discuss solutions, and brainstorm strategies to prevent similar issues. This interactive approach not only stimulates critical thinking but also heightens their sensitivity to integrity concerns. Role-playing is another valuable method. Teachers can create scenarios wherein students assume different roles, allowing them to experience the significance of integrity and how to tackle challenges within simulated situations. For instance, a simulated business transaction scenario can demonstrate the impact of integrity on commercial dealings. Role-playing activities enable students to grasp the

essence of integrity through hands-on experience. Group discussions foster student participation and collaboration. Teachers can organize small group discussions on integrity-related topics, such as practicing integrity in school life or maintaining integrity on social media. These discussions encourage students to exchange viewpoints, share experiences, and collectively explore methods and strategies for resolving integrity-related issues. This approach not only cultivates collaboration skills and teamwork but also encourages profound reflection on integrity education. Furthermore, prioritizing experiential learning is crucial. Teachers can arrange for students to engage in social practice activities, such as visits to exemplary integrity-driven organizations or participation in public welfare initiatives. These experiences enable students to personally encounter and practice the principles of integrity, fostering a deeper understanding and appreciation of its value. Over time, integrity becomes an integral part of their behavioral guidelines. The selection of instructional design and methods should align with students' actual needs and learning characteristics. Through interactive approaches like case analysis, role-playing, and group discussions, coupled with an emphasis on experiential learning, students' understanding and application of integrity education can be enriched. This approach contributes to the cultivation of their awareness and habitual practice of integrity [3].

### **3.3. Curriculum Resources and Material Selection**

In the process of integrating new-era junior high school ideological and political education with integrity education, the careful selection of suitable curriculum resources and materials is of paramount importance. This choice deeply influences students' comprehension of integrity education and sparks their interest and engagement in the learning process. One effective strategy is to incorporate real-life cases and exemplary stories related to integrity education into the existing ideological and political education textbooks. These cases and stories should feature historical figures or contemporary role models closely connected to students' daily lives. By delving into these narratives, students gain a more profound understanding of the significance and core values of integrity. Teachers can encourage students to critically reflect on these accounts, analyze the rationale behind integrity-driven actions, and explore the positive societal impacts of integrity. Moreover, multimedia resources play a significant role in enriching the teaching content. Teachers can introduce videos, documentaries, and online materials that illustrate integrity-related topics and examples. These multimedia resources provide students with vivid and visual learning experiences, enabling them to witness integrity behaviors across diverse contexts. Multimedia elements also kindle students' curiosity and interest, making the learning journey more dynamic and interactive. Furthermore, inviting guest speakers and experts to share their integrity education experiences and insights can be highly impactful. These guest speakers, hailing from various professional fields such as business, law, or public service, offer valuable practical insights into upholding integrity. Their presentations and interactions with students provide authentic, real-world perspectives, encouraging students to engage in critical thinking regarding integrity-related issues. These speakers can serve as role models, showcasing the importance of integrity in various aspects of life. In addition to external resources, the development and compilation of tailored teaching materials are essential. These materials encompass exercises, case studies, discussion prompts, and reflection activities explicitly aligned with fusion goals and core content. The materials aim to foster active student participation, critical thinking, and personal contemplation on integrity-related subjects. When selecting curriculum resources and materials, authenticity, relevance, and appropriateness for the target age group are paramount considerations. The chosen resources must align seamlessly with the learning objectives, effectively conveying the essence of integrity education. Thoroughly reviewing the resources and materials in advance ensures their accuracy and suitability for classroom

integration.

### **3.4. Evaluation and Feedback Mechanism**

In order to effectively evaluate students' learning outcomes and integrity behavior, it is necessary to establish a scientific and reasonable evaluation and feedback mechanism. Evaluation methods can include various forms such as student work presentations, group discussion performances, and observations of integrity behavior, comprehensively assessing students' understanding and application ability of ideological and political courses and integrity education. During the evaluation process, timely feedback and guidance should be provided to students to motivate them to further enhance their integrity awareness and behavior. Integrating the ideological and political courses of the new era of junior high school with integrity education requires clear integration goals and core content, as well as teaching designs and methods suitable for students' characteristics. At the same time, appropriate curriculum resources and materials should be selected, and a scientific and reasonable evaluation and feedback mechanism should be established to ensure the implementation effect of the integration path and students' comprehensive development. Through continuous exploration and practice, the integration level of ideological and political courses in the new era of junior high school and integrity education can be further improved, cultivating a new generation of young people with a stronger sense of integrity and social responsibility [4].

## **4. Case Analysis and Evaluation of Practical Effects**

### **4.1. Integration Practice of Integrity Education in Ideological and Political Courses**

A junior high school ideological and political teacher integrated integrity education into the ideological and political curriculum through teaching practice and designed a series of activities to guide students to understand and practice the importance of integrity. In one class, he guided students to think about the significance of integrity for individuals, families, and society by explaining the concept of integrity values in the socialist core values. Then, he provided students with a case study about a middle school student cheating in an exam. Students engaged in group discussions, analyzed the impact of cheating on personal reputation, academic performance, and social order, and provided suggestions to prevent cheating. Through this case analysis, students gained a deep understanding of the concept and value of integrity and formed their own opinions and attitudes.

### **4.2. Application of Integrity Education Curriculum in Junior High School Ideological and Political Courses**

A certain junior high school introduced a dedicated integrity education curriculum and integrated it with the ideological and political curriculum. In this course, teachers explained the importance and practical ways of integrity by introducing real-life cases. For example, they selected a widely recognized model of integrity from various sectors of society as a case and introduced the integrity deeds and influence of this individual to students. Students discussed the impact of the exemplary individual's behavior on individuals, society, and the country, as well as how to learn from them. Through such case-based learning, students gained a profound understanding of the importance of integrity and were inspired to pursue integrity.

### **4.3. Evaluation and Feedback Mechanism**

To evaluate the effectiveness of the integrated curriculum and students' learning outcomes, teachers adopted various evaluation and feedback mechanisms. Firstly, they assessed students' understanding and application ability of integrity education through forms such as classroom discussions, group presentations, and individual works. Teachers also collected students' opinions and suggestions on the integrated curriculum through surveys and student feedback, in order to make timely adjustments to teaching strategies and content. In addition, the school invited experts and educational evaluation institutions to evaluate the implementation effect of the integrated curriculum, ensuring the achievement of educational goals and the improvement of education quality. Through case analysis and evaluation of practical effects, a better understanding of the actual effects of integrating the ideological and political courses of the new era of junior high school with integrity education can be achieved. Such practices not only help students deepen their understanding and practice of the importance of integrity but also enhance their moral standards and sense of social responsibility. At the same time, effective evaluation and feedback mechanisms help teachers understand students' learning situations and needs in a timely manner, enabling continuous improvement and optimization of teaching strategies and enhancing the quality and effectiveness of education and teaching [5].

## **5. Challenges and Prospects**

### **5.1. Teacher Professional Development and Support**

In the process of integrating the ideological and political courses of the new era of junior high school with integrity education, teacher professional development and support are key factors. Teachers need to continuously improve their professional competence and teaching abilities, conduct in-depth research on the theories and practices of ideological and political courses and integrity education. Schools and education departments can organize specialized training, seminars, and other teacher training activities, provide relevant resources and guidance, and help teachers better understand the integration path and implementation strategies. Additionally, establishing teacher communication platforms and expert guidance mechanisms can provide teachers with continuous professional support and feedback, promoting their growth and development in integrated education.

### **5.2. Educational Resources and Social Cooperation**

The integration of the ideological and political courses of the new era of junior high school with integrity education requires the full utilization of educational resources and the power of social cooperation. Schools can establish cooperative relationships with social institutions, parents, and businesses to carry out integrity education activities and projects together. For example, one approach is to invite representatives from companies to give lectures at schools and share their experiences and case studies related to integrity-based operations. Another option is to organize student visits to socially recognized integrity demonstration units, enabling them to personally experience the significance of integrity in real life. Through cooperation with society, students can better understand the practical application and social impact of integrity, cultivating their own integrity awareness and behavior[6].



### 5.3. Student Participation and Subject-oriented Cultivation

Student participation is a key aspect of integrating the ideological and political courses of the new era of junior high school with integrity education. Teachers should stimulate students' initiative and creativity, encouraging them to participate in classroom activities and practices. For example, organizing students to conduct small research projects on integrity themes, allowing them to independently choose topics, collect information, and present their findings, thus developing their research and presentation skills. At the same time, students should be given more autonomy and decision-making power, involving them in school management and student autonomy, granting them more participation and responsibilities. Through such approaches, students can gradually form their own values and behavioral norms, becoming individuals with integrity consciousness and social responsibility.

## 6. Conclusion

Through exploring the integration path of ideological and political courses in junior high school with integrity education, it has been found that this integration can promote the cultivation of students' moral qualities and values. However, integrating practices still face challenges and difficulties that require joint efforts from schools and teachers, providing support and resources, further promoting the integration and development of the ideological and political courses and integrity education in junior high schools, and laying a solid foundation for students' comprehensive development and the construction of socialism.

## Acknowledgements

The special topic of Tai'an City education science planning “Research on the path of integrating integrity education into subject teaching in primary and secondary schools”.

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