

Research on the Integration of the Three Gorges Resettlement Spirit into Ideological and Political Education across Universities, Secondary, and Primary Schools

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Abstract: The world-renowned Three Gorges Project has shaped the "Three Gorges Migrant Spirit" centered on a spirit of patriotism that considers the bigger picture, a spirit of self-sacrifice for the public good, a spirit of united cooperation, and a spirit of striving through hardship. This spirit vividly embodies the countrywide spirit and the spirit of the times. Integrating the Three Gorges Migrant Spirit into the integrated ideological and political education courses for elementary, middle, and high schools is beneficial for nurturing and promoting the Three Gorges Migrant Spirit, enriching the content of ideological and political education courses at all school levels, and fulfilling the fundamental task of fostering virtue through education. By addressing the requirements and goals of integrated ideological and political education and clarifying the focus of integrating the Three Gorges Migrant Spirit into these courses, it is possible to achieve resonance and internal and external coordination in the integration of the Three Gorges Migrant Spirit into the courses, thus promoting high-quality development of ideological and political education in schools at all levels.

1. Introduction

The great projects of enriching the people and rejuvenating the nation call for the spirit of the Three Gorges migrants; the great tide of reform and opening up has given birth to the Three Gorges migrant spirit; the grand practice of the migration of millions has created the Three Gorges migrant spirit; the great traditions of the national spirit and the Hongyan spirit continually nourish the Three Gorges migrant spirit. Promoting the Three Gorges migrant spirit is the ideological guarantee for the ultimate completion of the Three Gorges migration project. Integrating the Three Gorges migrant spirit into the unified ideological and political education courses in elementary, middle, and high schools first requires a firm educational philosophy of fostering virtue and educating people, following the basic laws of educational teaching and the physical and mental development of students, highlighting the leading role of values, and guiding students to establish correct worldviews, outlooks on life, and values. Therefore, in the teaching process, it is necessary to clarify the focus of the teaching based on the goals and requirements of integrated ideological and

political education, thus achieving resonance and internal and external coordination between the Three Gorges migrant spirit and the integrated ideological and political education courses in schools at all levels.

2. Addressing the Requirements and Objectives of Integrated Ideological and Political Education While Capturing the Historical Logic of the Three Gorges Migrant Spirit

Integrated ideological and political education in primary, middle, and high schools is based on the phased development of personal character, using the educational stages from elementary to high school as the longitudinal axis and the elements of ideological and political courses as the latitudinal axis. This creates a vertically interconnected, horizontally penetrating, and spirally ascending system of ideological and political education that is progressively structured across different educational stages. This system aims to cultivate generation after generation of supporters of the leadership of the Communist Party of China and the socialist system, and well-rounded socialist builders and successors who are developed in morality, intelligence, physique, and aesthetics. Ideological and political courses are not only about teaching the knowledge already in textbooks but also about helping and guiding students to transform, integrate, and apply this knowledge. The focus of education is not abstract or ultimate but real and concrete, not singular and one-sided but rich and holistic, not closed and predefined but dynamic and evolving.

The globally acclaimed Three Gorges Project, a monumental engineering and relocation initiative, has catalyzed the emergence of the "Three Gorges Migrant Spirit." This ethos embodies patriotism that considers the broader scenario, a commitment to self-sacrifice for public welfare, a spirit of unified cooperation among diverse groups, and a relentless determination to overcome adversity. These attributes mirror the enduring spirit of the Communist Party of China (CPC), showcasing the resilience and collective commitment that align with the Party's principles in a modern context. The integration of the Three Gorges Migrant Spirit into educational frameworks is not only necessary but requires a methodical approach that synchronizes with the overarching goals of ideological and political education in China.

In academic settings, the Three Gorges Migrant Spirit offers a unique conduit through which the foundational spirit of the CPC—the great founding spirit—can be taught. This foundational spirit, a driving force behind the Party's century-long history, serves as a bedrock for the values that guide contemporary Chinese society, offering a steadfast set of ideals that underpin the motivations of the Three Gorges migrants. Under the CPC's leadership, these migrants have exhibited unwavering faith in the decisions of their nation, embracing the sacrifices required for the collective future of their country.^[1] Their support for the Three Gorges Project exemplifies a profound dedication and noble spirit, reflective of the CPC's focus on socialist modernization which underscores the intimate connection between the party's directives and the populace's interests, often prioritizing collective benefits over individual gains.

The ideological resonance of the Three Gorges Migrant Spirit with the Party's foundational values—particularly the 'people-first' ideology—provides a potent thematic element for educational curricula. It emphasizes the symbiotic relationship between national initiatives and individual sacrifices, highlighting the societal ethos of placing national and collective interests above personal ambitions. Teachers tasked with conveying this spirit face the challenge of blending emotional engagement with rational discourse, thereby enriching the educational experience to encompass both the historical depth and contemporary relevance of these themes.

In practical terms, the teaching of this spirit in schools involves a curriculum that is both engaging and comprehensive. Educators are urged to employ a mix of pedagogical strategies that cater to varied cognitive development stages across different educational levels. For younger

students, teachings might focus on storytelling and visual aids that portray the human aspects of the Three Gorges Project, such as personal sacrifices and community solidarity, making complex concepts more relatable and easier to digest.^[2] As students mature, the curriculum can evolve to incorporate more analytical discussions about the socio-economic impacts of such mega-projects, encouraging a deeper understanding and critical thinking about the broader implications of national policies.

Furthermore, the curriculum should encourage students to explore the Three Gorges Migrant Spirit through multiple lenses—history, geography, politics, and economics—thereby providing a holistic view of how such initiatives shape both the physical and societal landscapes. This approach not only broadens students' knowledge but also fosters a nuanced appreciation of the sacrifices made by individuals for the greater good, a key component of the spirit under discussion.

Beyond the classroom, educational institutions can extend learning into the community through extracurricular activities such as field trips to sites impacted by the Three Gorges Project or interactive sessions with migrants who have firsthand experiences of the changes. Such activities not only enhance academic learning but also build empathy and a personal connection to the historical events discussed in class. By effectively integrating the Three Gorges Migrant Spirit into the educational system, teachers can cultivate a generation of students who not only understand the historical and cultural significance of such events but are also inspired by the collective spirit of their forebears. This educational endeavor supports the development of well-rounded individuals who appreciate the complexities of national development and are prepared to contribute thoughtfully to society. The ultimate goal is to create a harmonious balance between imparting knowledge and instilling deep-seated values, ensuring that the legacy of the Three Gorges Migrant Spirit continues to resonate through future generations.

3. Clarifying the Focus of Integrating the Three Gorges Migrant Spirit into Ideological and Political Education Courses in Schools at All Levels to Achieve a Spiral Ascension and Progressive Structure

The focus of integrating the Three Gorges Migrant Spirit into ideological and political education courses at all school levels lies in narrating the touching deeds and noble spirit of the Three Gorges migrants. This approach guides students to learn about the migrants' firm convictions, hard struggles, united cooperation, and selfless dedication, thereby fostering a sense of mission and responsibility in students to undertake the great task of national rejuvenation. It also involves organizing students to participate in social practice activities such as volunteer services and social surveys, guiding them to put the Three Gorges Migrant Spirit into practice and cultivate a sense of responsibility to serve the people and society.

The process of students' understanding usually progresses from perceptual to rational knowledge. Perceptual knowledge, the starting point of understanding, is gained through direct feelings and experiences of phenomena. Students' thinking is predominantly image-based rather than reliant on logical reasoning, making their understanding more susceptible to influence by sensory experiences. At the elementary school level, where perceptual understanding predominates, ideological and political course teachers need to present the concepts related to the Three Gorges Migrant Spirit in a life-oriented, visual manner in the classroom. For instance, teachers can use multimedia resources such as pictures, videos, and music to vividly present the history, culture, and current circumstances of the Three Gorges migrants. Such vivid visual and auditory experiences help students better understand the profound significance of the Three Gorges Migrant Spirit. Teachers can encourage students to connect these concepts with their own real-life situations, considering how they might exhibit courage and perseverance when faced with challenges.

As students' rational cognitive abilities strengthen during the middle school stage, ideological and political education teachers should focus on abstract concepts supported by life-related content in the classroom to enhance students' identification with the Three Gorges Migrant Spirit. This includes organizing moral reflections and discussions, prompting students to consider how they can demonstrate qualities such as courage, responsibility, and dedication from the Three Gorges Migrant Spirit when faced with difficulties and challenges. Through reflection and discussion, students can transform moral understanding into moral behavior.

At the university level, students' cognitive abilities are significantly more developed, enabling ideological and political education instructors to apply more complex, abstract, and logical teaching methods. These methods are essential for effectively conveying the contemporary value of the Three Gorges Migrant Spirit within the context of modern societal challenges and opportunities.^[3] University educators can utilize sophisticated pedagogical strategies such as logical reasoning, critical analysis, and case studies that highlight the enduring relevance and application of the Three Gorges Migrant Spirit.

For example, professors might incorporate case studies demonstrating how individuals from the Three Gorges area have adapted to and thrived in new environments, showcasing their resilience and innovation. These real-world examples help students see the practical implications of embracing such a spirit in facing today's global and local challenges. Furthermore, discussions could be oriented around how these migrants' experiences reflect broader themes of adaptability and perseverance that are crucial in the rapidly changing modern world.

In addition to case studies, instructors could employ debates, role-playing, and simulation games that allow students to explore the complexities of social, economic, and environmental issues associated with large-scale projects like the Three Gorges Dam. This method helps to deepen students' understanding of the multifaceted impact such initiatives have on communities and individuals.

Moreover, teachers should adapt their methods to the evolving cognitive capacities of university students, shifting from predominantly narrative and descriptive approaches used in earlier educational stages to more analytical and evaluative frameworks. This transition helps students move from a perceptual understanding of the Three Gorges Migrant Spirit to a more rational and critical engagement with the concept.

It is crucial for educators to recognize and leverage the diverse cognitive and emotional development stages of their students. By doing so, they can effectively guide them through a transformative educational journey that not only informs but also inspires.^[4] Emphasizing the importance of critical thinking, ethical reasoning, and social responsibility can help instill a deep-seated appreciation and personal connection to the values embodied by the Three Gorges Migrant Spirit.

Ultimately, achieving a detailed, rigorous integration of the Three Gorges Migrant Spirit into the curriculum at all educational levels will facilitate a structured, progressive, and resonant ideological and political education. This comprehensive approach ensures that students graduate with a well-rounded understanding of the historical, cultural, and ethical dimensions of their society, equipped to contribute thoughtfully and proactively to its ongoing development.

4. Achieving Resonance and Synchronization, Both Internally and Externally, in Integrating the Three Gorges Migrant Spirit into Ideological and Political Education Courses Across All School Levels

Resonance and synchronization, both internally and externally, is an educational philosophy aimed at optimizing educational resources and integrating both internal and external forces within

schools. This approach fosters a state of synergistic development among all components of the educational system, thus enhancing the quality and effectiveness of education. Throughout the educational process, there must be a tight connection and coordination between different educational stages, courses, and teaching segments, creating a unified set of teaching goals and a systematic teaching framework. This ensures that students receive coherent and systematic education at various stages and across different subjects. Additionally, schools, families, and society at large must participate in the education process, leveraging their respective strengths and roles to provide students with comprehensive and diverse educational resources and conditions, making education a collaborative endeavor of the entire society.

To achieve resonance and synchronization in integrating the Three Gorges Migrant Spirit into the ideological and political education courses across all school levels, it is crucial to embed curriculum elements that reflect the rich history, complex society, evolving economics, and environmental aspects related to the Three Gorges migrants. Furthermore, issues concerning values and social responsibilities are integral, ensuring that the curriculum is not only informative but also formative, aligning closely with students' real-life experiences to enhance their engagement and resonance.

The inclusion of the Three Gorges Migrant Spirit in various subjects such as history, geography, politics, and economics offers a multidimensional view of the impacts and implications of the Three Gorges Migration Project. This approach enriches students' understanding by connecting theoretical knowledge with real-world complexities, making learning both comprehensive and relatable. Teachers can weave this theme into the narrative of China's rapid economic and social transformation, emphasizing the resilience and adaptability of the Three Gorges migrants.

Additionally, schools should engage external resources and foster collaborations across different sectors of society. This can include inviting speakers who have firsthand experience of the Three Gorges migration, organizing field trips to affected areas, and creating virtual tours that allow students to observe and analyze the socio-economic developments resulting from this massive relocation. Such firsthand experiences are invaluable; they not only deepen students' understanding of the subject matter but also personalize the learning experience, linking historical events to contemporary outcomes.

Moreover, integrating the Three Gorges Migrant Spirit into education can be extended beyond the classroom through partnerships with local communities and alumni. Schools can initiate projects that allow students to interact with these communities, conducting interviews and participating in service-learning activities.^[5] These interactions enable students to grasp the tangible effects of policies and projects on individual lives and communities, thereby fostering a deeper connection to the course material.

Schools can also cultivate a collaborative educational ecosystem that includes families by encouraging parents to engage with the Three Gorges Migrant Spirit at home. This might involve discussions about family histories related to the migration, or community projects that echo the spirit of resilience and cooperation inherent to the Three Gorges migrants. By synchronizing educational efforts between schools and families, students receive consistent messages that reinforce the values and lessons being taught at school.

In leveraging classroom teaching as the primary conduit for instruction, educators should not overlook the importance of linking academic content with social practices and artistic expressions. This might include art projects that depict the Three Gorges landscape pre- and post-migration, or debates on the ethical dimensions of large-scale infrastructure projects. Engaging students in these activities encourages them to apply their knowledge creatively and critically, enhancing their understanding and appreciation of the issues at hand.

5. Conclusion

This comprehensive approach to teaching the Three Gorges Migrant Spirit should strive not only for cognitive understanding but also for emotional engagement, helping students to not only learn about but also embody the spirit of the Three Gorges migrants. Through this multi-faceted educational strategy, schools can effectively achieve internal and external synchronization in integrating the Three Gorges Migrant Spirit into the ideological and political education courses at all levels, thus preparing students to be thoughtful, informed, and active participants in their communities and the broader society.

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