

# The Construction of "Integration" of Ideological and Political Course in Primary and Middle Schools in the New Era: Value Connotation, Dilemma Analysis and Path Choice

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**Abstract:** The ideological and political course in primary and secondary schools is the key course of comprehensive education and the "integration" construction of the ideological and political course in the new times is an important way to solve the problem of the culture how to train and cultivate the fundamental problem. At the same time, it also helps to form the construction pattern of the cultural development in the ideological and political class of the middle and primary schools in the new era. In the course of the "integration" construction of the ideological and political course of the primary and secondary schools the course of the construction of the "integration" course of the ideological and political course of the primary and secondary schools still faces the separation of the rational and political rupture of the curriculum system the communication and cooperation of the teaching staff, the separation of the course theory and the practice, and the "integrated" of the "systematize" of the ideological and political course in the new era needs to be Course Mode "unification" and the like The path achieves a breakthrough. It provides a useful attempt to better grasp and understand the "integration" construction of ideological and political course in primary and secondary schools in the new era.

**Keywords:** Integration of ideological and political courses in primary and secondary schools; Realistic dilemma; Path selection

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At the symposium of teachers of ideological and political theory in schools in March 2019 General Secretary Xi Jinping clearly pointed out that "it is very necessary to set up ideological and political theory courses step by step and spirally in primary and secondary schools which is an important guarantee for the training of generations of socialist constructors and successors. And will coordinate the integration of ideological and political courses in primary and secondary schools as an important project. This shows that the construction of the integration of ideological and political courses in primary and secondary schools is an inevitable choice for the implicit development of ideological and political courses in the new era and also highlights the requirements of the new era in the construction of the integration of ideological and political courses in primary and secondary schools. Issued by the General Office of the State Council in August 2019 on deepening the ideological and political Governance of Schools in the New era In some opinions on the reform and innovation of courses it is emphasized once again that "adhere to the role of political guidance and value guidance of ideological and political courses in the curriculum system coordinate the integration of ideological and political courses in colleges and schools, and promote the formation of synergies between various courses and the construction of ideological and political courses." This reflects the two characteristics of the systematic planning and synergy effect of the integrated

construction of ideological and political courses in primary and secondary schools in the new era and fully reflects the internal logic of the reform and innovation of ideological and political courses in the new era. At present, in the process of the integration of ideological and political courses in primary and secondary schools in our country we are facing the realistic dilemma of unbalanced and inadequate. Therefore this paper tries to construct the framework of curriculum integration: on the basis of the logical connotation of the value of ideological and political course.

## **1 The value connotation of "Integration" Construction of ideological and political course in Primary and Middle Schools**

### **1.1 Innovation of ideological and political concept of "New because of situation"**

The integrated construction of ideological and political course in primary and secondary schools in the new era is based on a comprehensive understanding of the law of educating people. In enriching and developing the value connotation of ideological and political course the "new" form and "new" system are more prominent the construction of socialist ideology with Chinese characteristics in the new era and the system of building morality and building people in the new era. The integrated construction of ideological and political course has changed from the cultivation of examination ability to the development of comprehensive ability from paying attention to the education of ideological and political course to the change of coordinated education of various courses from the transformation from examination-oriented education to quality-oriented education, and from the development trend of these new value connotations. incline to "integration"<sup>[1]</sup>. The integrated construction of ideological and political courses has always carried out curriculum activities around the "people-oriented" educational concept and through the unified goal of educating people and the systematic way of educating people it constantly calls for students' innovative ability with the new era thought helps students to set up scientific values guides students to actively devote themselves to the construction of education in the new era.

### **1.2 The Ideological and Political Connotations of the "to change due to things"**

The value of the integration of the ideological and

political class in the new times needs to be changed according to the different needs of the society to education. The integration of ideological and political class is endowed with a rich connotation. From the point of view, the social consciousness and the overall development of the students are the basis of the integration of the ideological and political class. This requires that the connotation of the ideological and political lesson be embodied as the value symbol in the form of class teaching material, demonstration and so on, and fully implement the value of the connotation of the ideological and political lesson<sup>[2]</sup>. The ideological and political class has realized the transformation from the abstract connotation theory to the real physical and chemical activity so that the students can have a clearer understanding of the value concept of the new era and the future of the new era. The development has a clear location. From the practical level the connotation value of the ideological and political class needs to penetrate into the various aspects of the students' study and life through the concrete form.

### **1.3 The time of the time of the thought of the "coming in"**

The construction of ideological and political course system in primary and secondary schools in the new era needs to highlight the times which should not only give the value of ideological and political course to the new core but also absorb the conceptual value of compatible with other courses and construct the ideological and political system of the new era with Chinese characteristics. The construction of ideological and political course system should firmly grasp the top-level design and value guidance of education in the new era keep up with the pace of the times closely follow the development of the times closely lead to the form of the times truly achieve the orientation of the times in the construction of the ideological and political system, and adhere to the orientation of the value connotation of the combination of history and the contemporary. With the development of the times the ideological and political system needs to be endowed with new connotations, changes in students' way of life and classes. The innovation of classroom teaching form and the improvement of teachers' ability to educate people need to carry out the education of the times around the core of students' ideological and political affairs on the basis of the law of educational development<sup>[3]</sup> so as to truly embody the connotation of ideological and political system and not just stay in the formalized

construction of the times.

## **2 The realistic Dilemma of the "Integration" Construction of ideological and political course in Primary and Middle Schools**

### **2.1 The Political and Rational Breakage of the Course System**

The political nature of the curriculum system in the new era is mainly reflected in guiding students with ideological theory while learning rationality is to persuade students with rational logic analysis. First of all, the ideological and political curriculum system confusion desalination fuzzy political and academic rationality of what is the source of the question the political nature of the curriculum system attributed to the needs of academic rationality that political and academic rationality has the primary and secondary distinction. Isolate split and treat the two in isolation division and stillness. Secondly some curriculum systems think that we should pay attention to politics while neglecting academic rationality<sup>[4]</sup>. Focus on the political nature of the curriculum system and the importance of academic rationality resulting in the phenomenon of "two skins" that there is no clear training goal and no standard academic view of the law of students' development. Finally, in the construction of some curriculum systems the two are regarded as independent relations politics as true experience and learning rationality as practical activities. Political nature is regarded as the core meaning of curriculum system construction and academic rationality is understood as the implementation method of experience summary.

### **2.2 Teacher Exchange and Cooperation isolation**

Teachers at different vertical primary and secondary school levels and teachers with different horizontal ability levels often stay in this stage of interactive communication or cooperative communication at a considerable level. This makes primary and secondary school teachers lack of mobility and contact with each other. Primary and secondary school teachers often go their own way and lack a systematic understanding of each other's ideological and political curriculum content and form. Some primary and secondary school teachers think that primary and secondary school students are at different ages and there are differences

in knowledge understanding ability and cognitive level. Grasp the integrity and stratification of the ideological and political course system in primary and secondary schools Some primary and secondary school teachers in the preparation of lessons teaching evaluation of classes and other issues lack of coordination and communication which makes the primary school ideological and political lessons appear profound and difficult to understand the content and there is a simple repetition of knowledge.

### **2.3 The course theory is out of line with practice**

In the new era there is still a heavy theoretical knowledge and a conceptual system to construct the light real life and the situation experience in the ideological and political course of the primary and secondary schools in the new era. On the one hand, the influence of the traditional ideas such as "only score" "only up-to-one" "only achievement" and so on in the education should be tested, so that the ideological and political class of the primary and secondary schools is often developed in the "test type" mode that is the indoctrination of the knowledge theory and the development of the extracurricular practical activities of the students can not be effectively paid attention to<sup>[5]</sup>. Some of the course content is based on the "to serve as an examination" of the students leaving the actual demand of the students which causes the reason. The depth of knowledge is not well adapted to the needs of the students' reality. On the other hand, the students' understanding of the theory of thought and politics is only the passive acceptance of the teacher's teaching and can't really form the acceptance and approval of the teacher. There are no vivid and rich practical activities and forms and the students are difficult to realize the practical importance of the ideological and political class. The teacher pays much attention to the student's theoretical shaping and the student is also a symbolic response and the isolated theoretical teaching is in a hollow form and surface.

## **3 The path Choice of "Integration" Construction of ideological and political course in Primary and Middle Schools**

### **3.1 "Systematization" of curriculum system**

In the new era the construction of curriculum system in primary and secondary schools needs to integrate curriculum politics and academic rationality into

organic unity which are indispensable to each other. We should take politics as the essence and learning rationality as the carrier to solve the fundamental problem of how to cultivate human beings. In the actual curriculum on the basis of adhering to the political direction it is necessary to highlight the academic rationality of the course content that is class lecture class evaluation and other forms to reflect the rich and colorful vivid content so that students in the process of understanding learning happy learning enjoy the real connotation of learning. Politics is the soul of the systematic construction of ideological and political course and learning rationality is the framework of the construction of ideological and political course system. Only by taking into account the importance of politics and the necessity of learning reason can we make the systematic construction of ideological and political course down-to-earth understand and understand the essence.

### 3.2 The "Integration" of the Teaching staff

The growth of primary and secondary school students is related and coherent which makes the construction of primary and secondary school teachers have integrity. First of all the school should set up a communication platform mechanism for primary and secondary school teachers regularly set up primary and secondary school teachers' teaching experience sharing meeting teacher representative achievement exhibition meeting, expert knowledge theory forum and so on, so that primary and secondary school teachers can truly realize two-way interactive teaching cooperation by understanding the content of different school segments, the formulation of teaching objectives and methods. Secondly primary and secondary school teachers need to actively change the traditional idea of isolated development. It is the responsibility to undertake the task of educating students and to cultivate the all-round development of students. Finally, the higher education departments should establish the coordination mechanism of the integrated construction of primary and secondary school teachers, integrate and optimize the allocation of educational resources, perfect the evaluation mechanism of teachers' professional literacy.

### 3.3 "Unification" of Curriculum Model

In the new era the ideological and political curriculum in primary and secondary schools emphasizes the unity of theory and practice. In the process of teaching knowledge theory, practice should be carried out in combination with practical activities and practice should be organically integrated into theory. The course of ideological and political science should take students' participation interaction and communication as the main carrier so that students can fully apply theoretical knowledge to the process of practice and deepen their mastery of theory. Secondly ideological and political teaching needs to adopt the form of story narration, case list explanation situation combination so as to strengthen the students' concept of combining theory with practice imperceptibly. At the same time the practice of outside-class practice is supplemented and consolidated in the construction of the integration model of politics and politics. The students are in the practice of collective practice. For example, visit the study cooperation inquiry field survey and other ways to further improve the students' ideological and moral ability and deepen the ideological and moral quality of the students.

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