

Integration Path of College Classic Reading and Ideological and Political Education from the Perspective of Ideology-oriented Course

Chaoxia Hu

Hunan University of Arts and Sciences, Changde, Hunan Province, China

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Abstract: Classic reading has high educational value, but the integration of classic reading and Ideological and Political Education is low due to the cultivation of different majors in Colleges and universities. Ideology-oriented Course is a kind of collaborative concept of curriculum. The integration of classical reading and Ideological and Political Education in the goal setting, curriculum implementation and curriculum evaluation of classical reading education can improve the educational value and efficiency of classical reading.

Keywords: Ideology-oriented Course; Classic reading; Value; Synergy

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***Corresponding author:** Chaoxia Hu, huchaoxia0627@126.com

1 Introduction

Classics are historical relics with "penetrating power of thought, aesthetic insight and creativity of form". They are original, groundbreaking, exemplary and authoritative works in various fields of knowledge at all times and in all countries^[1]. They are the basis for the formation and differentiation of various disciplines, the "rich mine" of science, Humanities, Ideological and Political Education, and the important medium of cultural education and spiritual adult. Classic reading not only casts people's morality

and ideas, but also cultivates people's professional knowledge and skills, which is an important way to cultivate morality and ability. The promotion of classic reading and its integration with Ideological and Political Education in universities can answer how to cultivate people from the practical level and comprehensively enhance the effectiveness of moral education^[2].

1 The integration of classic reading and Ideological and Political Education is worrying

First, the setting of the professional curriculum of "attaching importance to intellectual education but neglecting moral education" separates the horizontal links between disciplines, restricts students' vision and restricts the breadth of students' thinking. First of all, the university is run by different specialties. The specialties are based on the classification of disciplines and the establishment of courses. Accordingly, the curriculum is divided into different disciplines. Classic reading has become an important part of different curriculum activities in the form of division, emphasizing the logic of subject knowledge and its continuity of development. The organization form centered on curriculum content ignores the needs of students, experience, life and current social life; The second is that the division of curriculum design weakens the horizontal relationship between courses; Third, the objective of curriculum implementation differentiates the whole quality,

the quantitative guidance of curriculum evaluation and lightens the evaluation of emotional attitude and values. It makes the classic reading of college students more serve the improvement of professional knowledge and skills, and has low integration with Ideological and Political Education.

Second, college students' participation in classic reading is low, and Ideological and Political Education lacks excellent learning materials. It is common for college students to "not read", "read less" and "read shallowly" classics. They are not close to and go into classics. They are entertaining and following the crowd to "read shallowly" and seek relaxation and entertainment with the public. It makes the public normal students not only ignore the great significance of opening intelligence, cultivating spiritual world and caring for reality and ultimate direction; And lose thinking and reflection. It is not conducive to building a broad and solid knowledge structure, nor to forming a correct world outlook, outlook on life and values.

Thirdly, college students should narrow the "classics" and stay away from the need to improve their ideological and political literacy. "Classics" are narrowed into "literary classics", and the exclusion of Ideological and political classics is not conducive to improving their thinking and identification. A recent comparison of a reading list of Chinese and American universities shows that: American students read the most classic political science and philosophy works, and these classic books rarely appear in the list of Chinese college students.

Fourthly, college students' Utilitarian awareness of classic reading is too strong. The theater effect brought by the fierce social competition makes college students read for certificates, for social communication and for professional knowledge. The utilitarian reading orientation of classics ignores the connotation of smelting and improving people's spiritual quality in classics, and it is difficult to achieve the smelting and improvement of spiritual quality.

The low integration of classic reading and Ideological and Political Education of college students leads to the "two skins" of moral cultivation and ability cultivation, and the separated education process leads to inefficient education results. The encyclopedic and platter classic reading based on subject knowledge needs to be integrated with a kind

of curriculum synergy view, so as to make the classic reading out of the predicament and give full play to the effectiveness of moral education.

3 Ideology-oriented Course is a collaborative curriculum concept

First, the Ideology-oriented Course is the coordination of moral education and intellectual education.

In view of the current situation of "attaching importance to intellectual education and neglecting moral education" in universities, the Ideology-oriented Course advocates comprehensive quality education including spiritual guidance. That is to say, we should fully extract the value gene of Ideological and Political Education contained in the professional knowledge and skills of the course, and dissolve the salt into the water in the way of invisible infiltration and element fusion, which does not change the original attribute of the professional course, and carry out the collaborative teaching of moral education and intellectual education^[3].

The coordination of moral education and intellectual education can enhance the value and efficiency of education. How can virtue be taught? Socrates said that knowledge is virtue. The relationship between moral education and intellectual education is mutual achievement. Knowledge, the core content of intellectual education, and virtue, the core content of moral education, can complement each other. Then the education of knowledge and adult education of students have the significance of integration. Whether knowledge is integrated into students' growth track or dissociated from it is two completely different teaching realms. If knowledge education and adult education are integrated, then the significance of adult education will activate the significance of knowledge education, promote students to integrate with the knowledge of the learning object, obtain the results and ability of happy learning in the process of happy learning, and then obtain the skills and virtues of happy work and happy life; If knowledge education is always dissociated from adult education, then for students, knowledge education will only be a passive learning task, just an object-oriented existence, and it is difficult to perceive and forge virtue in learning without initiative^[4-6]. The cooperation of moral education and intellectual education not only improves students'

knowledge structure and system, but also cultivates students' world outlook, outlook on life, values, thinking habits and ways of doing things, and shapes students' character, conduct and taste^[7].

Second, the Ideology-oriented Course is the cooperation between the courses.

Ideology-oriented Course is the cooperation of all disciplines in the Ideological and Political Education. It focuses all courses and disciplines on the hub of Ideological and Political Education, and runs coordinately, so as to produce a systematic and comprehensive effect of "the whole is greater than the sum of parts". Ideology-oriented Course is a fundamental task of education, which is to build a three-dimensional and efficient comprehensive education concept of the whole staff, the whole process and the whole curriculum education pattern through the formation of synergy between various courses and ideological and political theory courses. Present Xi clearly pointed out that the Ideological and Political Education field under the concept of the Ideology-oriented Course, the main body of responsibility and the way of implementation are coordinated for all courses, all teachers and the same direction.

In order to better realize the curriculum coordination, the West has transformed the concept of curriculum coordination into the concept of comprehensive curriculum. In foreign countries, Ideological and Political Education belongs to civic education, and the concept of social science comprehensive curriculum is similar to that of Ideological and political curriculum. The concept of social science comprehensive curriculum takes civic education as the upper concept, integrates the multi-disciplinary teaching, and emphasizes the overall learning concept. In order to change that the single curriculum of citizenship and history can not meet the needs of citizenship education in the United States due to urbanization and immigration problems, in 1905, Wesley, the father of Social Sciences, merged economics, sociology and citizenship into social sciences. Since then, the curriculum design and Implementation Based on this concept has been extended to the field of science education. The concept of social science comprehensive curriculum is a kind of comprehensive curriculum design concept, which is a kind of curriculum integrating various contents. Whether it is the domestic curriculum

ideology and politics or the foreign comprehensive curriculum concept of social science, its purpose is to cultivate citizens who reflect the national will.

4 The collaborative path of College classic reading from the perspective of Ideology-oriented Course

First, we should draw lessons from the concept of comprehensive curriculum and set up systematic teaching objectives of classic reading. The classic reading of various subjects and courses is regarded as a comprehensive course, and the corresponding teaching objective system of Ideological and Political Education is referred to, and the same direction is maintained with it. The systematization of the classical reading objectives of various subjects and courses can form the consistency of teaching objectives, which effectively solves the problems of repetition and internal friction caused by each course working independently, and improves the efficiency of education. Firstly, the characteristics of classic reading of professional courses are sorted out, including the setting characteristics, and the teaching objectives of Ideological and Political Education are constructed; Secondly, refine the specific teaching objectives of classic reading in the professional curriculum system, and coordinate the relationship between the teaching objectives of classic reading Ideological and Political Education and the objectives of Ideological and political curriculum; Finally, the logical and systematic teaching objectives of classic reading Ideological and Political Education of various majors and courses. From the perspective of Ideological and Political Education, the collaborative teaching goal of College classic reading is not only logical and sequential, but also hierarchical. For the same theme of Ideological and Political Education, the focus will be emphasized according to the characteristics of classics and settings, so as to improve the effectiveness of each classic reading.

Secondly, in the process of classic reading, we should develop the knowledge content system of Humanities and science of classic reading based on the goal of Ideology-oriented Course, choose teaching methods that can give consideration to humanities, science and Ideological and Political Education, organize teaching activities based on the principle of both temperature and depth, and build an

affinity classroom atmosphere to improve the effect of teaching management. Teachers should make full use of the excellent educational resources of classics, extensively tap the potential of the teaching resources of humanities, science and Ideological and Political Education in the classics of various disciplines, majors and courses, constantly reflect in the classics reading, and deeply integrate the three in the epiphany. Boldly delete the far fetched and even rigidly embedded knowledge content of Ideological and Political Education in the classics of various disciplines, majors and courses; According to the logic and systematization of Ideological and Political Education teaching, we should consider the dimensions, levels and focuses of classic reading, coordinate the repeated themes in the classics of various disciplines, majors and courses, and coordinate the classics of various disciplines, majors and courses. Different teaching methods are adopted for different topics. It deeply integrates students' existing knowledge, life experience and social life, and injects vivid and personal atmosphere into the theme of Ideological and Political Education to clarify problems and clarify reasons; The second classroom and case analysis can set up a strong sense of reality, and enable students to grasp the behavioral conventions in a more real educational situation; The four factors promote each other to cultivate spiritual cultivation and feelings; Discussion teaching method enables students to obtain the position and attitude, coping strategies and actions needed to deal with problems in research and discussion. The implementation of a variety of teaching methods ensures the atmosphere of equal dialogue in the implementation of classic reading course, encourages students' extensive and in-depth participation, and improves the educational value of the process of classic reading.

Third, diversified teaching evaluation, feedback incentive, classic reading and Ideological and Political

Education depth integration. The combination of summative evaluation and process evaluation not only evaluates the development and acquisition of students' knowledge and skills, emotions, attitudes and values in humanities, science and ideological and political fields, but also timely and fully reflects the changing track of students' growth. The combination of hierarchical evaluation and ultimate evaluation, teaching students in accordance with their aptitude, respecting the uniqueness of each student's physical and mental development, paying attention to the universality of students of the same age, and developing personality on the basis of generality; The stakeholders of education experts, teachers, students and parents enrich the evaluation subjects, which is conducive to evaluating the teaching effect from different angles, forming a community of classic reading education, and promoting the formation of educational joint force between social family and school.

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