

Chinese Education Modernization: A Case Study on Ideological and Political Theories Teaching in All Courses with Organic Integration of Cultural Literacy and Political Education

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Abstract: Chinese education modernization is integral to Chinese modernization, and is of leading significance to the further advancement of Chinese modernization and the great rejuvenation of the Chinese nation. In this paper, taking ideological and political theories teaching in all courses as an example, an attempt is made to organically integrate cultural literacy and political education under the vision of Chinese education modernization, and “gathers knowledge heritage in the dissemination of value and leads the values in the dissemination of knowledge,” thereby training students into high-caliber talents with good and all-round moral, intellectual, physical, aesthetical, and labor grounding.

Keywords: Chinese education modernization; Ideological and political theories teaching in all courses; Education

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1. Chinese education modernization and ideological and political theories teaching in all courses

In the Report to the 20th National Congress of the Communist Party of China, it is clearly stated: “From this day forward, the central task of the Communist Party of China will be to lead the Chinese people of all ethnic groups in a concerted effort to realize the Second Centenary Goal of building China into a great modern socialist country in all respects and to advance the rejuvenation of the Chinese nation on all fronts through a Chinese path to modernization”^[1]. Chinese modernization is the modernization of Chinese education, while Chinese education modernization is an important part of Chinese modernization.

As an integral part of Chinese modernization, Chinese education modernization reflects the important characteristics of Chinese modernization. It positions at serving Chinese modernization and the great national rejuvenation, with a vision to seek free and well-rounded development of Chinese people through continuous educational practice under the theory and guidance of Marxist Chinese modernization^[2].

The General Secretary clearly stated that “all other courses must uphold their missions, and work together

with the ideological and political theory courses to form a synergistic effect,” so that “the communication of ideological and political issues will run through the whole process of education and teaching, and achieve whole process education in an all-round way in our efforts to break new ground in the development of Chinese higher education”^[3]. There is an urgent need to draw on the ideological and political education resources in various professional courses and give full play to the educational functions and values of professional courses, thereby realizing the organic integration of cultural literacy and political education.

2. Some understanding of ideological and political theories teaching in all courses

2.1. Connotation

There have been two major views in the academic community: one is that it is a course, and the other is that it is a concept. The author believes that it is by no means a specific course, but an educational method that focuses on gathering knowledge heritage in the dissemination of value and leading the values in the dissemination of knowledge. In other words, it involves a two-way process, that is, the curriculum carries the ideological and political education, while the latter is also integrated into the curriculum. Essentially, ideological and political theories teaching in all courses is an outlook on the curriculum.^[4] It is an integration of ideological and political education into all links and aspects of curriculum teaching and reform other than a new course.

Specifically, ideological and political theories teaching in all courses refers to guiding students to transform their knowledge into inner virtues, the organic composition of their own spiritual system, and a quality or ability of their own in imparting curriculum knowledge, serving as the basic ability and method for individuals to understand and transform the world^[5].

The ideological and political theories teaching in all courses is course-based with ideological and political education as its core. It aims to gather knowledge heritage in the dissemination of value and leads the values in the dissemination of knowledge, thereby achieving organic integration of cultural literacy and political education. Without sound curriculum construction, the functions of ideological and political theories teaching in all courses would never be possible. Therefore, ideological and political theories teaching in all courses can only be realized based on sound curriculum construction. Without ideological and political education, the curriculum teaching will be confused and rootless, failing to achieve the basic functions of education. Therefore, it is necessary to closely integrate the impartment of knowledge with value in the teaching of professional courses.

2.2. Way of construction

The construction of ideological and political theories teaching in all courses should focus on the classroom teaching where teachers play the key roles, and be judged by the achievements of students. In teaching, the professional teaching content should be integrated with the elements of ideological and political education, like adding salt to food, so that it will exert a subtle influence^[6]. In addition, it is necessary to innovate the teaching methods and approaches of ideological and political theories teaching in all courses, pay attention to the combination of worldview, epistemology, and methodology, integrate theoretical interpretation and analysis of practical focus issues, improve the ideological and theoretical nature, pertinence and affinity of ideological and political education, guide students to combine learning, observation, and practice with thinking, think in in-depth learning, observation, practice, raise awareness in deepened speculation, establish a correct worldview, outlook on life, and values, and consciously cultivate and practice the core values of socialism. At the same time, it highlights the integration of explicit and hidden education. That is, the various courses are in line with the ideological and political theory courses on the basis of giving full play to the core position of ideological and political theory courses in leading the values.

Secondly, in the “ideological and political theories teaching in all courses,” teachers must not only impart knowledge systematically and scientifically but also pay attention to the establishment of a multi-directional relationship between knowledge and people and life. Instead of “mere teaching,” they should pay attention to the education of people while imparting professional knowledge^[7]. For example, in addition to introducing the achievements of scientists in creating knowledge, they should spread their courage of exploration, patriotism, and perseverance, cultivate students’ learning interest and the pursuit of new knowledge, and inherit the noble personality and dedication of scientists. Furthermore, teachers must also strive to be communicators of advanced thought and culture, strong supporters of the Party’s rule, and better assume the responsibility in guiding students to refine their character, learn knowledge, innovate thinking, and be dedicated to the country: “Enlighten wisdom with wisdom, shape the soul with the soul, and lead value with value.”

Lastly, the ideological and political theories teaching in all courses should be measured by students’ sense of acquisition and their growth into adult talent. Students are the objects of education. Ultimately, the success of education should be judged by whether students are cultivated into expected talents. The effectiveness of fostering character and civic virtue is the fundamental standard for testing ideological and political theories teaching in all courses^[8].

3. The ideological and political theories teaching in all courses under the perspective of Chinese education modernization

This is exactly what is required by Chinese modernization, and what is being engaged by ideological and political theories teaching in all courses. That is, we should insist on fostering character and civic virtue as the center, and integrate communication on ideological and political issues throughout education and teaching to achieve the whole process education in an all-round way. Teaching and education of people are always inseparable. It is impossible to merely impart knowledge and skills without cultivation of values, or merely talk about ideological and political education without impartment of knowledge, as both approaches will fail in shaping talents.

It is fair to say that ideological and political theories teaching in all courses is an important measure in Chinese education modernization.

3.1. Ideological and political theories teaching in all courses is in line with the values and goals of Chinese education modernization

Chinese education modernization orients towards “the fundamental task of fostering character and civic virtue, the fundamental objective of training talents for the Party and the country.” The ideological and political theories teaching in all courses is proposed out of the need to improve and strengthen the communication on ideological and political issues in colleges and universities, playing an important driving role in addressing the main responsibility of teaching and educating people and ensuring the realization of the whole process education in an all-round way for all. In whatever aspect, the ultimate immutable goal is the education of people which serves as its base value^[9].

The ideological and political theories teaching in all courses under the perspective of Chinese education creatively combines explicit education with hidden education to realize the interconnection of educational values among disciplines, realizes the linkage inside and outside the classroom, and achieves the cooperation between teachers of professional courses and ideological and political courses, thereby “gathering knowledge heritage in the dissemination of value and leading the values in the dissemination of knowledge” and training contemporary young students with both moral integrity and professional competence.

3.2. Ideological and political theories teaching in all courses is in line with the practitioners of Chinese education modernization

The top priority of Chinese education modernization is to meet human needs. The essence of education is the generation of a person's spiritual personality, and the core element of ideological and political theories teaching in all courses is also the "persons." Therefore, ideological and political education is intrinsically linked to Chinese modernization. The core purpose of both is to promote the free and well-rounded development of people. In this sense, under the perspective of Chinese education modernization, ideological and political theories teaching in all courses emphasizes the people's spiritual education while focusing on knowledge education, and guides the majority of students to consciously integrate patriotism, ambition for a strong country, and dedication to the country into building a modern socialist country in an all-round way.

Chinese modernization involves a huge population and the common prosperity for all. This means that education in the new era in China must be people-centered, and geared to the all-round development of all students.

3.3. Ideological and political theories teaching in all courses is in line with the practice content of Chinese education modernization

Due to the traditional inertia of general emphasis on the knowledge impartment in Chinese colleges and universities and the long-term adoption of subject knowledge-based training models, there is still a tendency to favor intellectual education over moral education and teaching over the education of people. This value orientation is bound to cause separation of curriculum goals and the learning requirements^[10]. The binary opposition between knowledge impartment and the leading role of value dilutes the educational function of the curriculum and weakens the shaping of students' values by the knowledge of the professional curriculum.

Strengthening the ideological and political education of college students with professional skills and knowledge as the carrier is strongly persuasive and contagious, which helps to maximize the function of the main channel of the classroom and reverses the favoring of wisdom over virtue in professional curriculum teaching. It has advantages that cannot be replaced by other educational methods^[7]. In the classroom, educators must not only impart knowledge to students, but also enable them to be aware of the noble sentiment, personality, and strong spiritual pursuit of the creator. For example, for liberal arts, the spirit of humanities is mainly infused; for the sciences, the spirit of science should be emphasized; and for engineering, the spirit of craftsmanship should be advocated. In addition to the close integration of the teaching of curriculum knowledge with the education on ideals, beliefs, values, and morals, it is necessary to guide students to establish correct views on history, nationality, country, and culture, develop confidence in the Chinese socialist path, theory, system, and culture, and be a generation of successful youths with ideals, abilities, and a strong sense of responsibility.

Disclosure statement

The author declares no conflict of interest.

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