

Scientific connotation, development dilemma, and practical way of integration of civics and political science courses in universities, middle schools and primary schools

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Abstract: The integration of civic and political courses in universities, middle schools and primary schools is an inevitable trend for the high-quality development of civic and political courses in the new era, aiming at realizing the basic task of comprehensively carrying out the mission of moral education and talent cultivation. At present, the integration of ideological and political course in universities and primary and secondary schools is constantly innovating and exploring. However, there are still various development dilemmas in practice. Actively exploring the integration of university and primary school civic and political courses in practice can help the overall effectiveness of the high-quality development of the civic and political courses in the new era.

Key words: integration of civic and political science courses; scientific connotation; construction dilemma; practice direction

1 Introduction

In August 2019, *Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Classes in Schools in the New Era* clearly pointed out that it is necessary to "adhere to the role of political leadership and value leadership of the civic and political classes in the curriculum system, coordinate the integration of the civic and political courses in universities, middle schools, and primary schools, and promote the synergistic effect of the construction of various types of courses and ideological and political courses" [1]. This is a generalization of the integration of civic and political courses in universities, middle schools and primary schools from various aspects. In recent years, the rapid development of the integration of the ideological and political courses in universities and primary schools has greatly enhanced the ideological quality and political identity of students.

2 The scientific connotation of the integration of ideological and political courses in universities and primary and secondary schools

2.1 Constructing the same goal

The integration of the ideological and political courses in universities and primary and secondary schools is an inherent requirement to enhance the effectiveness of ideological and political education and the practice of socialist core

values. Teachers of civics and political science combine the laws of education and teaching and synthesize various methods in order to cultivate aspiring young people who are capable of doing great things. Therefore, it is necessary to take the cultivation of socialist builders and successors as the goal, and organically connect primary and secondary schools and universities, so as to ultimately achieve socialist modernization.

2.2 Construct the same content

The teaching content of the integrated ideological and political classes in primary and secondary schools is not only the traditional teaching content of each school section, such as safety education, ideological and moral education, legal education, etc., but also the value orientation of the comprehensive development of students in each school section, and the content that is connected with the law of students' comprehensive development, ensuring the effective implementation of all aspects and providing talents for socialist construction.

2.3 Constructing ideological integration

Traditionally, the ideological and political courses mainly focus on fostering the level of thought, moral concepts and political standpoints of the education stance as the value orientation. While the ideological and political courses in primary and secondary schools and universities put more emphasis on the comprehensiveness, such as encouraging students to participate in volunteer activities at all levels, etc., to ensure that the educational effect is long-lasting and effective.

3 The dilemma of constructing the integration of ideological and political courses in universities and primary and secondary schools

At present, teachers and students of all school segments are exploring and practicing together to promote the integration of the ideological and political courses in universities and primary and secondary schools, which tends to be more and more systematic and long-lasting. However, in the construction process, it still faces difficulties such as teaching content, quality of the teaching force, evaluation mechanism and other difficulties that need to be resolved.

3.1 The teaching content

The design and formulation of teaching content is a complex and systematic work. The integration of ideological and political courses in primary and secondary schools is prone to the phenomenon of repetition of teaching content due to the involvement of many students in various school segments. For example, the teaching content at the primary school stage is still involved in the high school stage, which is easy to cause a large teaching burden for teachers and mixed knowledge for students.

3.2 The teaching team

Mei Yiqi once said: "What makes a university a university is how many masters it has, not how many buildings it has" [2]. Educators are the key to the education link. Currently, the state attaches great importance to the civic education teaching force. However, due to the fact that ideological and political courses in primary, secondary schools, and universities are aimed at students at all stages, and teachers in each stage are familiar with the teaching content and psychological patterns of their students, teachers in lower grades find it difficult to grasp the professional knowledge of teachers, which leads to a reduction in the enthusiasm of teachers to teach.

3.3 The evaluation mechanism

The evaluation mechanism is a mode to evaluate the teaching effect of the civics class, which is not only a feedback on the teaching process, but also points out the direction for achieving better teaching effect in the future. "The teaching effect of the civic and political course is inevitably reflected in the degree of acceptance by the students" [3]. Thus, the formation of a scientific and standard evaluation mechanism is a key link. However, there is still room for improvement,

such as the current focus on mastering knowledge, ignoring the assessment of students' ideology and morality, labour skills and so on, resulting in the less than objective evaluation results.

4 The practical way forward for the integration of ideological and political courses in universities, secondary schools and primary schools

The report of the 20th Party Congress puts forward: "use socialist core values to cast souls and educate people, improve the ideological and political working system, and promote the integration of ideological and political education in universities, middle schools and primary schools" [4]. For the current dilemma challenges in the construction of ideological and political courses, it is necessary to prescribe the right medicine from various aspects to make it more comprehensive, more vivid and more lasting.

4.1 Innovate and improve the teaching content

The teaching of civics and political science at all academic levels needs to combine characteristics and fundamental tasks of the times, use new approaches to solve old problems, and explore the content of new teaching materials. Teachers should discuss in depth the teaching materials of civics and political science in primary and secondary schools, clarify the cognitive basis of students in different school segments, and reasonably plan the contents, such as combining the national and world conditions with the Party conditions to refine different viewpoints, and stimulate the learning enthusiasm of students of all school segments.

4.2 Strengthen the synergy of all aspects

The integration of the ideological and political course is "the vertical connection, horizontal coherence, organic integration, inseparable, three-dimensional, synergistic, chained ideological and political course curriculum, teaching system and educating system of the university, secondary school and primary school segments" [5]. If there is a lack of awareness of cross-border cooperation, it is very easy to hinder the effectiveness of teaching. Therefore, it is necessary to strengthen the close contact with society and family, pay concerted attention to the cultivation of students' ideology, and realize the sharing of educational resources to make it more orderly and standardized.

4.3 Form a diversified evaluation system

The diversification of the evaluation system is a scientific basis for comprehensively evaluating the teaching process of teachers and the learning process of students. Specifically, in terms of evaluation indexes, the original solidified evaluation should be replaced by comprehensive evaluation, setting evaluation standards for knowledge level, labour skills, practical ability, ideology and morality.

5 Conclusion

Promoting the integration of ideological and political courses in universities, secondary schools and primary schools is a practical need to deeply implement the Party's education policy in the new era, and also an important guarantee to implement the fundamental task of establishing morality and educating people. Therefore, it is important to explore the development dilemma and practice path of the integration of ideological and political courses in universities and primary and secondary schools, in order to better construct the educational pattern of the "great ideological and political courses".

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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