

Research on the Application of Local Cultural Resources into Ideological and Political Teaching in Junior Middle School in the New Era

Xiaoqi Qi, Zheng Zhang

Hunan Institute of Science and Technology, Yueyang, Hunan, China

Abstract: The high-quality implementation of ideological and political teaching is inseparable from the effective utilization of social resources. Flexible, reasonable and effective development and utilization of local social resources can not only enrich the teaching content, help students improve their understanding of textbook knowledge, but also help to achieve the educational goal of "building morality and cultivating people", and broaden the way to cultivate students' core literacy and ability. It is an unshirkable responsibility and mission to infiltrate local cultural resources in ideological and political teaching in junior middle school. The acquisition of knowledge needs to be based on real situational experience. Therefore, fully excavating textbook resources, carefully selecting situational types, designing situational problems, allowing students to render emotions in situations and enhancing rational thinking in perceptual experience are effective ways to implement red education in ideological and political courses in junior middle school.

Key words: ideological and political course in junior middle school; local cultural resources; patriotic education

1. Introduction

When the ideological and political course in junior middle school is carried out for students' patriotism education, there are some problems, such as insufficient depth, less focus, the contempt for emotion, single form, insufficient materials and so on. In view of these problems, teachers should pay attention to deeply excavating teaching materials, guiding students' emotion, enriching learning resources and using various methods to effectively implement the goal of "planting". Paying attention to the development and utilization of local red cultural resources in the teaching of ideological and political course in junior middle school can better carry forward China's traditional culture, cultivate students' patriotic enthusiasm and promote students' growth and success. Therefore, this paper explores the development and utilization of integrating local red cultural resources into ideological and political teaching in junior middle school.

2. Significance of Infiltrating Local Cultural Resources in Ideological and Political Course in Junior Middle School

Cultivating students' feelings of home and country in the ideological and political class of junior middle school can make students realize that their life is related to national development. Therefore, the real-time integration of red culture education into ideological and political teaching in junior middle school can improve students' moral level and enable students to have a deeper understanding of the country. The integration of red culture enables students not only to learn

textbook knowledge, but also to understand what excellent quality and correct behavior are, so as to establish correct values, outlook on life and world outlook, and to study for the prosperity and strength of the country. In addition, the integration of red cultural resources can encourage students to learn to solve the problems encountered in the learning process, so as to lay the foundation for students' lifelong development.

3. Reflection on Cultivating Patriotism in Ideological and Political Teaching in Junior Middle School

3.1 Insufficient depth

Patriotic thoughts and ideas can not only stay in the surface cognition and understanding, we should enable students to identify the connotation and integrate them into the soul, so as to make them become their own inherent and stable ideas. This is like a crop pest control. Spraying pesticide can only play a protective role from the outer layer, the wind and rain can make pesticide lose its function. The best way is to make the crops themselves have insect resistance genes. At present, part of the patriotic education in ideological and political course in junior middle school still stays at the level of instilling simple cognition into students. That is, students know "should be patriotic" through listening, but they can't say "why should be patriotic" and "how to do".

For example, when learning "China on the world stage", the textbook mentioned that China has provided a large number of free help to some economically and culturally backward countries. If teachers do not lead students to analyze the significance of these aid actions, students may simply think that China is a great country "willing to help others", but they cannot deeply understand the far-reaching impact of China's aid actions on the common prosperity of the world (in the long run, the beneficiaries of aid actions certainly include China itself). Such shallow patriotic education will obviously reduce students' recognition of the country to a certain extent, and the depth of patriotic education is not enough.

3.2 Less focus

When carrying out patriotic education for students, teachers are mostly organized in strict accordance with the content and planning of teaching materials. They teach what they say in teaching materials. When there is no patriotic theme in the textbook, teachers will put aside the patriotic education first. On the whole, the upper and lower volumes of junior middle school textbooks in Grade 7 basically do not involve explicit patriotic education content, focusing on the education of adolescent psychology, basic social morality and awareness of the rule of law. It was not until the last unit of the upper volume of Grade 8 ("safeguarding national interests") that the patriotic theme was clearly involved. The more concentrated patriotic education content was in the upper and lower volumes of Grade 9. By analyzing the above textbook arrangement, it can be seen that if teachers only organize patriotism education according to textbooks, there will be not enough focus and insufficient sustainability and strength.

3.3 Ignoring feelings

It is a common phenomenon that teachers despise students' learning emotion in teaching and directly instill patriotic theories and ideas into students. Some teachers believe that patriotism is "political" education. No matter whether students are willing to listen and accept it or not, they must learn it. Therefore, there is no need to consider students' emotions. This wrong idea will produce two problems. First, students are resistant to what teachers say. We all know the theory of "close to their teachers and believe in their Tao". When students' learning emotion is in a negative state, it is often not easy to accept the ideas transmitted by teachers. In other words, under negative emotions, students' acceptance of the ideas transmitted by teachers is relatively low, so their recognition of patriotic ideas will be relatively low.

Second, students' thinking is in a state of low efficiency. In order to make students learn "think" and understand and agree with the patriotic concept, teachers must guide them to experience the process of independent thinking and

discrimination. Relying only on teachers' speaking and students' listening can only be a shallow reception of knowledge. This requires students to think actively in class. The happier and more excited students' emotions are, the more active and efficient their thinking is. On the contrary, their thinking is in a stagnant state. Students only receive information without thinking about it.

3.4 Single form

Junior middle school students have not deeply participated in social life. Most junior middle school students grasp and understand the patriotic concept from a theoretical point of view. Generally speaking, in order to make them have a deep understanding of patriotism and establish patriotism, they need more ways of perceptual experience and intuitive perception. At present, many teachers adopt the method of direct and simple teaching ideas. Even if some cases are cited, they are mostly the "adult world" that junior middle school students can't contact and understand. In addition, from the perspective of multiple intelligences theory, different students have different cognitive habits and thinking paths, and a single teaching form is difficult to adapt to and meet the differences of all students in this regard. Therefore, teaching in a single form will not only lead to obvious stratification of learning quality and effect among students, but also lead to obvious differences in students' understanding of patriotic ideas and patriotism.

4. Methods of Integrating Ideological and Political Teaching into Local Culture Resources in Junior Middle School

4.1 Integrating red cultural resources and implementing the goal of patriotism education

Red culture is a valuable cultural heritage of Chinese revolutionary martyrs who dedicated themselves to the independence and strength of the country and the nation. It is the cultural basis for the revitalization of the Chinese nation and a rich resource for patriotic education. In the classroom teaching of ideological and political course in junior middle school, we should integrate red cultural resources and implement the goal of patriotism education. For example, in the topic teaching of "chasing dreams for a century and rejuvenating China", teachers can carry out ideological and political teaching in combination with local unique red cultural resources, lead students to review revolutionary history, create situations in combination with revolutionary relics, and let junior middle school students feel the temperature of history, purify their hearts and produce ideological and emotional resonance through touching revolutionary stories, achieving the purpose of patriotism education.

4.2 Carefully plan teaching activities to stimulate students' interest in red culture

Teachers can carefully plan teaching activities in combination with classroom teaching contents. Use the red culture resources that students are interested in to attract students' attention, so that students can deeply understand and master knowledge driven by interest, and accept the influence of red culture. This way can not only highlight students' classroom subjectivity and stimulate their learning enthusiasm, but also effectively improve teaching efficiency.

For example, in the course of building a beautiful motherland, in order to enable students to deeply understand the meaning and connotation of "everyone is responsible for the rise and fall of the world", teachers can carry out teaching activities in combination with the red classic stories of Sanming, such as Zeng Guangyi, a legendary hero similar to the five heroes of Langya Mountain. Zeng Guangyi, a great hero, was a soldier of the red 34 division, the "desperate guard division" in the Xiangjiang campaign on the long march. In order to complete the arduous task of blocking, Zeng Guangyi and his company have been sticking to their positions. When the bullets ran out, they fought hand to hand with bayonets and bodies with the enemy. There were corpses everywhere on the bank of the Xiangjiang river. Zeng Guangyi still dragged the enemy to death, fought a bloody battle to hold the position and covered the crossing of the central column.

However, at this time, the channel crossing the Xiangjiang river in the west had been cut off. Zeng Gunagyi

immediately joined the army of regimental commander Hanwei and continued to fight. When the siege broke to the Jiaoding Mountain, six people including Zeng Guangyi, who had no way back, and regimental commander Hanwei finally smashed their guns and jumped off the cliff, which became the most tragic sense in the long march. Later generation called them "the heroes on the Jiaoding Mountain". Through such heroic stories, students' emotional resonance is stimulated; the excellent character of responsibility is strengthened and the spirit of revolutionary heroism is cultivated.

4.3 Showing the history of China's revolutionary struggle by micro-video

The aim of ideological and political teaching in junior middle school is to improve students' emotion, attitude, value views and other aspects, especially to cultivate their good qualities such as loving the motherland, the people and the collective and so on. With a long history and suffering, we are realizing the great dream of rejuvenating the Chinese nation under the spirit of national wisdom and tenacious struggle. Teachers can use the micro-video to show students the history of China's struggle, so as to cultivate students' dedication and native land emotion.

For example, by combining some micro-video materials of the cemetery of revolutionary martyrs in Qingliu County, Sanming City and relevant red culture bases such as the memorial hall of the first anti "encirclement and suppression" campaign in the central revolutionary Soviet Area, teachers can tell students about the stories of martyrs to let students feel the revolutionary spirit of martyrs, so as to inspire students' patriotism. For example, for studying the section on the "Supremacy of National Interests", teachers can play some micro-videos about fighting against the foreign invaders to carry out the teaching activities. Through the explanation and introduction of revolutionary cultural relics and historical photos in the video, students' patriotic feelings are stimulated.

At the same time, teachers should also explain the revolutionary struggle process of resisting foreign invasion in different historical periods for students in combination with micro videos, so that students can deepen their feelings of loving their hometown and motherland while deeply understanding the glorious revolutionary history of their hometown.

4.4 Using red culture to carry out practical teaching

Red cultural resources contain rich revolutionary cultural relics and connotation, and these red cultural resources provide students with richer learning materials. For example, the "red culture telling contest" will be held on July 1, August 1 and other major revolutionary anniversaries to actively guide students to participate in it, so as to help students establish correct ideas and shape good character. Teachers can guide students to collect interesting red stories, or to be "commentators" to lead all teachers and students to revisit that glorious struggle history. Through the independent collection of red materials, students will have a deeper understanding of red culture, and have a personal understanding of the Communist's spirit of fearless sacrifice and brave struggle, so as to establish and firm ideals and beliefs and deeply understand the valuable spiritual quality of revolutionary martyrs.

5. Conclusion

In short, the guiding value and moral education role of red revolutionary culture in ideological and political teaching is obvious. Applying the red revolutionary culture in ideological and political teaching through multiple channels and truly bringing the red revolutionary culture into the classroom can not only improve the attraction and appeal of the classroom, but also carry forward and cultivate the national spirit, stimulate students to review history and cherish the memory of martyrs, cherish today's life, strengthen ideals and beliefs, inherit the revolutionary tradition and be a qualified successor of the party and the country.

Conflicts of Interest

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

References

- [1] Liu L. (2020). Research on the Mode of Integrating Regional Red Culture into Ideological and Political Teaching in Junior Middle School--A Case Study of Siping City. *Yangtze River Series*, (14): 193–194.
- [2] Guo S. (2020). On the Path of Integrating Local Red Cultural Resources into the Practical Teaching of Ideological and Political Theory Course in Colleges and Universities--Taking the Red Cultural Resources in Zibo as an Example. *New West*, (12): 48–49.
- [3] Wang K. (2020). Practice and Reflection on Patriotic Education by Using Local Red Cultural Resources. *Culture Industry*, (09): 131–132.
- [4] Wang X., Wang Z. (2020). Research on the Path of Integrating Local Red Cultural Resources into Ideological and Political Courses. *New West*, (08): 160–161.