

The Feasibility of Manual Education Under the First Course Ideological and Political Responsibility System Is Explored - Taking Secondary Education in Tai'an City, Shandong Province as an Example

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Abstract: This paper focuses on the secondary education in Tai 'an City, Shandong Province, and deeply explores the feasibility of carrying out manual education under the background of the first-course ideological and political responsibility system. Through the interpretation of the current education policy and the analysis of the current situation of secondary education in Tai 'an City, this paper expounds the potential value and advantages of the integration of manual education and ideological and political education. At the same time, combined with practical cases, this paper puts forward the strategies and methods of effectively implementing the integration of manual education and ideological and political education in the secondary education stage, aiming at providing new ideas and practical reference for improving the quality of secondary education and promoting the all-round development of students.

Keywords: the first course ideological and political responsibility system, manual education, feasibility study

In the new era, education reform requires a high degree of attention to ideological and political education. The first-class ideological and political responsibility system emphasizes that all courses should be based on ideological and political education. Manual education is a kind of quality education content. It can cultivate students ' hands-on and innovative ability, and it is also a kind of ideological and political education. The integration of manual education and the first course ideological and political responsibility system, and further discussion and research in Tai 'an secondary education can bring students ' comprehensive quality to a new level.

1. Overview of the first course ideological and political responsibility system

1.1 Policy background

In today 's era, education reform and innovation have elevated ideological and political education to a height rarely seen in history. ' Several opinions on deepening the reform and innovation of ideological and political theory courses in schools in the new era ' and other relevant documents once again point out that ideological and political education should be infiltrated into the whole process of education and teaching. In order to fully penetrate into all aspects of education, it is not only related to the whole education stage from preschool education to higher education, but also to the subtle integration of ideological and political elements into each course, so as to give full play to the joint force of teaching and educating people. In this context, the first-course ideological and political responsibility system came into being. Paying attention to ideological and political education at the beginning of the course, it is necessary to integrate ideological and

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political education as fully and skillfully as possible, so that teaching and educating people go hand in hand, avoiding the previous courses and ideological and political education 'fighting on both sides'. It is necessary to form a whole-process, all-round and full-staff 'great ideological and political' education system, and promote education to always move towards the goal of builders and successors of socialism with Chinese characteristics^[1].

1.2 Connotation and objectives

The focus of the first classroom ideological and political responsibility system is that teachers can discover and find content, reflect and transmit ideological and political education at the beginning of each class, under the characteristics and objectives of classroom teaching itself. For example, science and engineering classroom teaching can reflect the spirit of innovation, patriotism and other ideological and political elements from the perspective of the history of science and technology development; the classroom teaching of humanities and social sciences can extract elements such as moral literacy and social responsibility from cultural history, social life and typical cases. Its ultimate goal is to enable students to gradually establish a scientific world outlook under the long-term, invisible and boundless transmission, and to correctly view the world with the eyes of dialectical materialism and historical materialism; form a positive outlook on life, guide students to establish a correct ideal pursuit; establish correct values, in the face of diverse cultures and complex and diverse social phenomena, we must adhere to the bottom line of moral ethics and the correct position^[2]. In this way, we can cultivate and cultivate a group of high-quality talents in the new era with firm belief, national heart, society and excellent innovation practice.

2 Analysis of the current situation of manual education in secondary education in Tai 'an City

2.1 The development of manual education

Some middle schools in Tai 'an began to pay attention to manual education in the construction of school curriculum, and opened a variety of manual courses such as pottery, paper-cut, weaving and so on. For example, some schools in Tai 'an City participated in the province 's primary and secondary schools (kindergartens) excellent self-made teaching (play teaching) tools exhibition evaluation, because of the high level of innovation, design and production, and received multiple provincial awards. From the side, it can be seen that the school 's efforts and attempts in manual teaching practice activities. Some schools have established an art education system and set up special places such as music rooms, dance rooms, and art rooms to provide material conditions for the implementation of manual education. But on the whole, the lack of series and integration of curriculum is obvious. Many schools set up manual courses as interest courses, which are interest activities at a specific time, lacking continuity and deep teaching process. There is a lack of orderly logical connection between each manual course. Students cannot form systematic manual knowledge and skills, and cannot develop and improve manual ability step by step.

2.2 Existing problems

2.2.1 Educational resources and teaching mode

At present, the distribution of manual education resources in primary and secondary schools in Tai 'an City is not balanced. Schools do not pay enough attention to manual education, which is regarded as a non-key course. The time of manual curriculum setting is insufficient, and students ' learning time is small and learning is not deep. Teachers are weak, lack of full-time manual teachers, and can only be part-time teachers of other courses. The part-time setting of teachers makes them lack professional training, unable to accurately grasp the difficult points of teaching content, and the quality of teaching is not high. Manual education is mainly based on the mode of teacher teaching and student learning. In the classroom, teachers are the main, students follow the learning, mechanically imitate the teacher 's demonstration operation action, and do not carry out independent thinking, innovation and exploration, which greatly hinders the development of students ' imagination and creativity.

2.2.2 Ideological and political integration and long-term planning

At this stage, the art handicraft class in Tai 'an secondary vocational schools is seriously out of touch with ideological and political education. In the teaching process of art handicraft course, teachers only pay attention to the teaching of art handicraft skills, while the excavation of a large number of moral education teaching contents contained in art handicraft

course is less, which can not give full play to the educational function of moral education. For example, ceramic art teaching can strengthen students' national self-confidence and cultural self-esteem by teaching the development process of Chinese ceramic culture and the historical brilliance of Chinese ceramic culture, but it is not implemented in combination with moral education teaching in the teaching process. The combination of fine arts handicraft class and moral education teaching has missed a good opportunity for educating people. In addition, the school has shortcomings in the medium and long-term development planning of art handicraft. The art handicraft curriculum lacks planning. It is often organized as an extracurricular interest activity in the school, and does not form a continuous art handicraft curriculum system. Students cannot realize a series of art handicraft knowledge and skill systems from simple to complex, and cannot gradually improve from the primary level to the advanced knowledge and skill level. It is not conducive to the art handicraft to play a more active role in the improvement of students' comprehensive quality.

3 Feasibility Analysis of Manual Education under the First Course Ideological and Political Responsibility System

3.1 Policy-driven lay a solid foundation

At the same time, the national education policy has given strong policy support for the combination of manual courses and the first-class ideological and political responsibility system. In recent years, documents such as 'Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era' have repeatedly emphasized that ideological and political education should be integrated into different courses to build a pattern of full-staff education, whole-process education and all-round education. The first lesson, ideological and political responsibility system, is the implementation of the policy. The document clearly states that it should be carried out in the first class. In the process of implementing the policy, Tai'an handicraft, as a secondary school, can take this opportunity to give policy tilt in education planning, teacher selection and other aspects. If the education department provides some financial support for the school to set up the integration course of manual and ideological and political education according to the policy, it will be used for site construction and equipment acquisition, teacher training, so as to ensure the normal education of manual under the guidance of ideological and political education, and ensure the feasibility of the combination from the level of national education policy.

3.2 Students' development needs give birth to internal motivation

The learning and growth characteristics of middle school students emphasize their 'dynamic, strange and creative' attributes, and individual students prefer manual practice with multiple learning forms^[3]. Secondly, during this period, students are in the key stage of the formation of world outlook, outlook on life and values. Ideological and political education is particularly important for the shaping of students' world, life and values. The integration of these differences is a comprehensive attention to students. For example, in the form of manual project tasks, through the project requirements, on the one hand, students improve their hands-on ability and innovation ability through manual activities, on the other hand, students realize the introduction of ideological and political content such as responsibility, responsibility and team in the process of project. Students' ideological and moral cultivation, their own personality and quality have been well improved. This is in line with the learning characteristics and development rules of middle school students. The internal needs of students' knowledge acquisition and moral construction are the powerful driving force for the integration of manual courses and the first-class ideological and political responsibility system, and promote the development of inclusive education.

3.3 Possibility of supporting the implementation of educational resources

Tai'an secondary vocational schools have the basis and experience of combining manual education with ideological and political education. The manual courses offered by secondary vocational schools in Tai'an City, such as pottery, paper-cut, leather art and other manual courses, have accumulated valuable classroom experience, and have corresponding manual education venues and teaching facilities, such as manual studios, so as to ensure hardware facilities in teaching; after ideological and political training, teachers have the ability to introduce ideological and political education materials into manual teaching; the unique regional culture of Tai'an City, such as Taishan culture and Dawenkou culture, provides

rich materials for manual production and ideological and political education.

4. Conclusion

Under the ideological and political system of the first lesson, guided by the ideological and political system of the first lesson, the practice of manual education is added to the ideological and political education of secondary education courses in Tai 'an City. The goal of combining manual education courses with ideological and political education can be achieved through courses, teachers, methods and mechanisms, so as to improve the comprehensive quality of students, effectively improve the teaching level of secondary education in Tai 'an City, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique, art and labor.

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