

An Analysis Of Conceptual Relations In Ideological And Political Education

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Abstract: The core connotation of “big ideological and politics”, “course ideological and politics”, and “ideological and political integration construction in universities and primary and secondary schools” is all about educating people. All three are inherent requirements of ideological and political education and exist in a relationship of interconnection while also having distinct characteristics. Only by correctly grasping the relationship between the three can we achieve synergy and enhance the integrated construction.

Keywords: Big Ideological and Politics; Course Ideological and Politics; Construction of Integrated Ideological and Political Work

1.”Big ideological and political course”, “curriculum ideological and political course” and “universities and primary and secondary schools” concept definition

1.1 Definition of the concept of “Big Ideological and political course”

The concept of the so-called “big ideological and political course” is that the school makes full use of and gives play to the ideological and political education functions of various subjects, various courses and various resources in implementing the fundamental task of cultivating morality and cultivating people, and forms a collaborative education effect. The research on “Great ideological and political course” mainly involves two aspects, namely “great ideological and political course” and “great ideological and political course view”.

1.2 Definition of “curriculum ideology and politics”

“Curriculum ideology and politics” is a comprehensive educational concept that takes “cultivating morality and cultivating people” as the fundamental task of education, and is committed to building a pattern of educating all members, all the way, and all kinds of courses and ideological and political theory courses in the same direction to form a synergistic effect. Curriculum thought and politics is a holistic curriculum view and an innovative educational concept, which aims to break the functional barriers between disciplines and courses, fully tap the ideological and political education connotation and moral education function of professional courses, entrusts ideological and political education with fresh vitality, and expands the educational and teaching function of professional courses. More and more relevant theories and practices have proved that curriculum thinking and politics is the inevitable choice to effectively play the role of the main channel of classroom education. According to the views of scholars, the biggest feature of curriculum ideology and politics is that ideological and political education is no longer the sole task of ideological and political teachers and ideological and political education teams, but the task of each subject and each teacher in the whole school.

1.3 Definition of the concept of “ideological and political integration construction in universities and primary and secondary schools”

The integrated construction of ideological and political courses in universities and primary and secondary schools refers to the gradual and spiraling establishment of ideological and political theory courses in universities and primary and secondary schools, taking the overall promotion of the integration of ideological and political courses in universities and primary and secondary schools as an important project, adhering to the combination of problem-oriented and goal-oriented, and adhering to the unity of keeping and innovating to promote the confluence development of ideological and political courses construction.

2. The difference between “big ideological and political courses”, “curriculum ideological and political courses” and “ideological and political integration construction in universities and primary and secondary schools”

2.1 Different scopes.

“ The “Great ideological and political course” is the overall layout and direction of ideological and political education, and involves a larger scope. It has the characteristics of full participation, the continuity and expansion of time and space, and the openness and development of the education and teaching system. It emphasizes that ideological and political education forms an overall layout, which can guide the whole process of ideological and political education. The essence of the idea of the ideological and political course is actually the life of faith education, which can be widely applied to our daily life. Curriculum thought and politics is more focused on the integration with other disciplines, more around the “curriculum” and “thought and politics” these two core to develop. The integration of ideological and political courses in primary and secondary schools emphasizes that ideological and political education should be gradually and spiraling through all stages of large and middle schools, emphasizing that it is necessary to break the barriers between each school section, promote the integration of each school section, and form an organic development of the whole, which is mainly applied to the ideological and political education of each school section.

2.2 Different priorities.

The realization of the pattern of “big ideological and political course” must pay attention to synergy, and all aspects and links of the division of labor system play their roles separately, which cannot guarantee the formation of joint forces. The formation of “big ideological and political courses” must be realized through the positive interaction and coordinated development among different subjects.

Curriculum ideological and political education mainly involves the relationship between “curriculum” and “ideological and political education”, sorts out the internal connection between curriculum and ideological and political education, and excavates the ideological and political education elements in the curriculum, aiming at realizing the extension of ideological and political education to other courses, covering all courses fully, and making all courses play the implicit role of ideological and political education.

The integrated construction of ideological and political courses in universities and primary and secondary schools emphasizes cohesion. The integration of ideological and political courses in primary and secondary schools, based on the different development tasks of different students, pay attention to the characteristics of different students, and the objectives of ideological and political courses in each school section are graded and spiraled, so as to jointly complete the fundamental goal of moral education, casting souls and educating people. At the same time, focus on the same topic in different sections of the textbook between the cohesion. The contents of the same teaching subject should be related from easy to difficult, and a teaching material system with knowledge connection, complete structure and layer by layer should be constructed to highlight the scientific and systematic nature of ideological and political teaching materials.

3. The connection between”big ideological and political course”, “curriculum ideological and political courses “and“ideological and political integration construction in universities and primary and secondary schools”

Under the overall guidance of the concept of “big ideological and political course”, the integration of “curriculum ideological and political course” and the construction of ideological and political course in universities and primary and secondary schools can exert the effect of educating people from the horizontal and vertical integration. “Big ideological and political course” is the overall layout and direction of guidance. The core connotation of the three is to educate people, are the internal requirements of ideological and political education curriculum reform. The essential connection of the three is mainly reflected in the commonality of tasks and goals, the consistency of direction and function, and the compatibility of content and requirements.

3.1 The commonality of tasks and goals

the core connotation of the three is to educate people, and the essence of educating people lies in the guidance of ideological values. The three concepts are closely centered on the fundamental task of “moral cultivation”. Different classes and different types of courses should always run through the main line of ideological value guidance, and should implement the fundamental task of moral education. The report of the 20th National Congress clearly pointed out that we must implement the fundamental task of cultivating people and train socialist builders and successors with all-round development of morality, intelligence, physical fitness, the United States and labor. Relevant policy documents have also repeatedly emphasized the need to “train qualified socialist builders and reliable successors.” As the main channel of ideological and political education for college students, ideological and political theory course must take “training qualified socialist builders and reliable successors” as the fundamental task and goal.

3.2 Consistency in direction and function

The three concepts all focus on the integration of ideological and political education, carrying out systematic thinking, overall planning and three-dimensional design of ideological and political education, so as to give full play to the educational force. From the point of view of the essential attributes of ideological and political courses, the ideological and political courses in primary and secondary schools are in the same direction, no matter which section or subject they are in, the fundamental task of the course is to cultivate talents useful to the motherland.

3.3 Compatibility of content and requirements

Both ideological and political theory content in ideological and political courses, ideological and political education elements in other courses, ideological and political education in colleges and universities, and moral education in primary and secondary schools are important components of the content system of ideological and political education, with inherent compatibility. In addition, the three concepts all put forward higher requirements for ideological and political teachers. Under the background of ideological and political integration, teachers should further understand the characteristics of students, and be good at exploiting the ideological and political education resources of intellectual education, physical education, aesthetic education and other courses on the basis of satisfying the characteristics of the school section, so as to make them walk in the same direction with the ideological and political education resources of moral education courses, and form an educating force.

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