

Analysis on the Path Optimization of Integrating the Spirit of Educators into the High School "Philosophy and Culture" Course

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Abstract

The spirit of an educator is a precious spiritual wealth of the whole society. Integrating it into the teaching and education of Philosophy and Culture in high school is in line with the requirements of the development of education in the new era. Exploring the path of integrating the spirit of educators into high school Philosophy and culture involves three aspects: high school students' understanding of the curriculum, teachers' exploration of the curriculum, and schools' cultivation of the curriculum, and analyzing the reasons from three perspectives: students, teachers, and school teaching. And in light of the actual teaching situation, the path is optimized in three stages: pre-class preparation, classroom teaching, and post-class consolidation, with the aim of providing practical ideas for ideological and political educators to better promote the development of high school ideological and political education.

Keywords

The spirit of educators; philosophy and culture; path optimization.

1. Introduction

Ideological and political courses are the main channel for implementing the Party's policies and fostering virtue and nurturing talent, and they must go hand in hand with theoretical innovation. The spirit of the educator should be organically integrated into the Philosophy and Culture textbook, vividly presented in the classroom, delved into students' minds, and played a core role in value guidance and personality shaping. To this end, the spirit of the educator should be used to cast the soul of the Philosophy and Culture course and further promote the construction of ideological and political courses in order to maximize the educational effect.

2. The Importance of Integrating The Educator Spirit Into High School Philosophy and Culture Courses

2.1. The need to fulfill the fundamental task of fostering virtue and nurturing talent

"Making moral education the fundamental task of education" was first put forward at the 18th National Congress of the Communist Party of China. Integrating the spirit of educators into high school philosophy and culture classes is conducive to strengthening high school students' cultural confidence in terms of political identity and guiding them to internalize and externalize the spirit of educators. In terms of the scientific spirit, it is beneficial for students to be good at using historical materialism to solve practical problems and thereby understand the true meaning of life; In terms of the awareness of the rule of law, by learning the spirit of the educator, students' awareness of the rule of law will be enhanced, and they will become law-abiding and defenders. In terms of public participation, a strong youth leads to a strong nation, and the cause of education requires the efforts of young people.

2.2. The need to promote the development of education

Advocating and carrying forward the spirit of educators has far-reaching theoretical and practical value for China to build an educational power. Integrating the spirit of educators into the teaching of Philosophy and Culture in high school can ensure that ideological and political courses always move forward along the correct political track and value orientation.[1]Teacher level, the definition of the educator spirit as a benchmark for the teaching profession can foster a professional collective of teachers driven by common educational ideas, values and goals, inspiring teachers to constantly pursue excellence and commit to improving the overall quality of education.

2.3. The need to enhance the effectiveness of high school ideological and political education

Jinping Xi pointed out: The high school ideological and political course is a crucial subject for implementing the fundamental task of fostering virtue and cultivating talents. Its most fundamental mission is to cultivate well-rounded socialist builders and successors who possess moral, intellectual, physical, aesthetic and labor skills. [2] Given that the content of the teaching materials is mainly theoretical exposition and the teaching effectiveness has not yet reached the expected level, it is of great significance to select and apply appropriate materials and examples related to the spirit of educators and integrate them into the teaching of Philosophy and Culture in high school.

3. Problems in Integrating the Spirit of Educators Into High School Philosophy and Culture Courses

3.1. High school students' understanding of the integration of educator spirit into high school Philosophy and Culture course

3.1.1. Some high school students have a relatively low level of understanding of the spirit of educators

In the teaching of subjects such as politics and Chinese, it is advocated that students learn and be familiar with the development process of education and the academic contributions of outstanding educators. However, according to relevant data, a large proportion of high school students have a relatively low level of understanding of the educator spirit. They simply interpret the educator spirit as a spiritual quality applicable only to the specific group of educators and think it has no direct connection with themselves. They lack an understanding of the overall connotation of the educator spirit and have a vague understanding of the specific concept of the educator spirit.

3.1.2. Some high school students are not receptive to the spirit of educator

In the perception of many high school students, they are learning in a passive situation. Severe students may even develop a resistant and resistant mentality towards the educator spirit. They feel that the concept of the educator spirit is difficult for them to understand and accept. And for some high school students, because they seldom communicate with teachers in daily life, there is a psychological fear and resistance towards teachers. They feel that teachers are hard to approach, and thus develop a sense of resistance to the spirit of educator, making it hard to accept.

3.2. The teacher's inquiry into the integration of the educator spirit into the high school Philosophy and Culture course

3.2.1. Teachers' integration of the spirit of educators into high school philosophy and culture courses is divorced from teaching practice

Jinping Xi emphasized: "We must assess the situation, follow the trend, and take advantage of it. We should innovate the content and means, as well as the methods and approaches, so as to ensure that the construction of spiritual civilization remains full of vitality and vigor." [3] In the actual teaching process, some teachers tend to separate the spirit of the educator from the curriculum teaching, transforming the teaching of Philosophy and Culture based on the spirit of the educator into an independent curriculum based on the spirit of the educator, resulting in the spirit of the educator not being truly integrated into the actual teaching of Philosophy and Culture in high school.

3.2.2. Some teachers have a single skill in applying the spirit of educator

Take the first lesson of the first unit of Compulsory 4, "The Essence of the Spirit of The Times", which includes "The pursuit of wisdom", "the basic questions of philosophy" and "the scientific worldview and methodology". The content of this unit is more theoretical and abstract, but it is the starting point of the entire book and the foundation for learning Philosophy and Culture well. However, when teaching, some high school ideological and political teachers simply read from the textbook and fail to effectively apply the spirit of the educator to the materials, pictures and related questions provided in the "Reading and Thinking" section of the textbook. Zedong Mao once said: "Not only do we need to set the tasks, but also we must address the issue of how to complete them." [4] Application of efficient teaching methods and the attempt of innovative teaching means usually only occur in teacher skills competitions or open classes, which is not conducive to improving the level of curriculum implementation.

3.3. The issue of schools integrating the spirit of educators into high school Philosophy and Culture courses

3.3.1. Some schools have made less efforts to promote the spirit of educators

In reality, most high school students learn about the school's promotion of the educator's spirit through a simple explanation of the educator's spirit by teachers and by holding celebration activities to honor outstanding teachers on special days like Teachers' Day. Many high schools, however, rarely allow students to experience the spirit of educator through campus radio, school newspapers, and related activities such as class meetings and seminars on the theme of "the spirit of Educator", and thus fail to enhance the academic atmosphere of the school.

3.3.2. The practice of the educator's spirit in some schools has not been very effective

It is only a basic step for teachers to explain theoretical knowledge by citing examples of educators in Philosophy and Culture courses. What's more crucial is to encourage students to internalize the educator's spirit as their own belief and put it into action. In many high schools, teachers tend to focus on imparting knowledge due to the teaching tasks imposed by the school, resulting in overly simplistic teaching practices. And due to the influence of exam-oriented education, parents and schools attach too much importance to test results, which leads to the irrationality and unscientific nature of the evaluation system, making the integration of the spirit of educators into high school philosophy and culture less effective.

4. Analysis of the Reasons for The Problems in Integrating The Spirit of Educators Into High School Philosophy and Culture Courses

4.1. Students' interest in integration needs to be strengthened

4.1.1. Students lack motivation to actively learn the spirit of educators

One of the main factors for students' insufficient understanding of the spirit of educators is that they lack the motivation to actively learn the spirit of educators and fail to recognize the close connection between the spirit of educators and their own growth. Even, some high school students have a natural resistance to the spirit of educator and the theoretical knowledge of philosophy and culture in high school, lack a proper learning mindset, and with insufficient guidance from teachers and schools, students fail to form a correct understanding and recognition of the application of the spirit of educator in ideological and political courses.

4.1.2. Exam-oriented education restricts students' interests

The exam-oriented education model, which is result-oriented, overemphasizes the memorization of knowledge and the exam-oriented training of skills. Its core lies in evaluating students' learning outcomes and teachers' teaching quality through examinations. And the high school textbook "Philosophy and Culture" mainly covers the two aspects of "philosophy" and "culture", which are abstruse and somewhat abstract for students to come into contact with. To some extent, this restricts students' interest in learning the spirit of educators, making it difficult for students to understand the connotation of the spirit of educators and resonate with it.

4.2. The teacher's ability to integrate needs to be improved

4.2.1. The ability of teachers to explore the spirit of educators in teaching content needs to be improved

For example, in the "Reading and Thinking" section on page 31 of Lesson 3, "Grasping the Laws of the World" in the first unit of the fourth compulsory course "Philosophy and Culture", it is mentioned that Yu Han 's reading method is "extracting the essence from the main points", which emphasizes extracting the key points and grasping the essence in the reading process. This is in line with the educational concept advocated in the spirit of an educator, which is easy to understand and enlightening and guiding. When the teacher talked about this part, he merely gave a simple literal interpretation of the idea and did not delve deeply into the profound connotations and essential requirements of this reading method before the class.

4.2.2. Teachers need to innovate their approach to teaching the spirit of an educator

When teaching Philosophy and Culture, there are two main ways for teachers to teach about the spirit of an educator: one is oral presentation combined with PPT presentation, and the other is presentation combined with video materials. In the first approach, many teachers tend to use high language to explain stories related to educators, but this style of language may not be suitable for high school students and may make it difficult for them to understand. As for the second approach, which involves using film and television materials to assist teaching, but since most of these films and television works are targeted at adult audiences rather than high school students, it is difficult to achieve the expected teaching goals in the long run.

4.3. The intensity of school integration needs to be strengthened

4.3.1. The educational atmosphere of the educator spirit is not strong in some schools

The frequent positive coverage of certain celebrities in the social environment has influenced many high school students to take celebrities and Internet celebrities as their idols and have little interest in professions such as educator, which has also had a significant impact on how teachers incorporate the spirit of educator into Philosophy and Culture courses. This

phenomenon can be partly attributed to the lack of promotion of the spirit of educator in the entire school environment. For ideological and political education, adhering to the "unity of visibility and invisibility" principle is an inevitable requirement for the high-quality development of education in the new era. [5] This approach ultimately led to the entire school failing to create a positive learning and educational atmosphere.

4.3.2. The evaluation system for integrating the spirit of educators into teaching needs to be improved

At present, many teachers have not established an evaluation system that matches their teaching needs, and those who implement the evaluation system mostly rely on examinations and oral evaluations. If oral evaluations are not properly used, it may lead to the evaluation being formalistic, unable to fully reflect students' learning conditions, and unable to fully assess the practical effectiveness of the educator spirit among students. Contrary to the core literacy evaluation concept advocated by the new curriculum standards, it will be difficult to fully realize its educational value.

5. Path Optimization Strategies for Integrating the Spirit of Educators into High School Philosophy and Culture courses

The path optimization strategy for integrating the spirit of educators into high school philosophy and culture courses mainly consists of three parts. Classroom teaching is the basic form of teaching organization. [6] Path optimization is carried out in three stages: pre-class preparation, classroom teaching, and post-class consolidation, in light of the actual teaching situation.

5.1. Strategies for pre-class preparation

5.1.1. Strengthen the course orientation by clarifying teaching objectives

In the lesson preparation stage, grasping the essence of the educator's spirit and clarifying the educator's spirit can promote the realization of the teaching objectives of the high school Philosophy and Culture course in the following two aspects.

First, establish lofty ideals and beliefs. For example, in the sixth lesson of the third unit of Philosophy and Culture in compulsory course 4, "Creating and Realizing Value in the Unity of the Individual and society", play the video "Salute to Teacher Guimei Zhang" on the multimedia. Teacher shows the question with the presentation: Please, students, in light of the essence of life value, talk about the relationship between teacher Guimei Zhang's personal value and social value? This will enable students to establish lofty life ideals of devoting themselves to the education cause and contributing to society, understand the dialectical relationship between personal value and social value, and achieve the improvement of their own value.

Second, develop a sense of teamwork. For example, in the "Value Judgment and Value Choice" section of Lesson 6, Unit 3 of Philosophy and Culture in Compulsory Course 4, during the classroom inquiry session, the teacher guided the students to have group discussions on the topic of "the ideal excellent Teacher". After that, each group sent a representative to share the results of the discussion, and the teacher gave affirmation to the students' remarks and supplemented the summary if necessary. This teaching method helps to boost high school students' enthusiasm for participating in ideological and political classes and cultivate students' sense of collaboration.

5.1.2. Study the teaching materials and integrate the teaching content

In the preparatory stage of teaching, teachers must integrate the teaching content and explore in depth the connection points between the educator's spirit and the teaching materials.

First, enhance the systematicness of the content. When planning special topic content, high school ideological and political teachers should ensure that the content is in line with the high school Philosophy and Culture textbook and the characteristics of the subject. For example, when teaching the sixth lesson "The Creation and Realization of Value" in the compulsory fourth course "Philosophy and Culture", the educator's spirit and the connotation of value should be organically combined, and the "dedication and professional dedication" in the educator's spirit should be integrated into the special topic teaching to guide high school students to create and realize their own life value.

Second, enhance the appeal of the content. Teachers can stimulate students' intrinsic motivation by capturing their interest during the pre-class preparation session. For example, teachers can use Teacher Guimei Zhang as a teaching case and provide detailed information about her background to help students gain a deeper understanding of Guimei Zhang 's story and thereby enhance their interest in learning. In addition, the appeal of the content can be enhanced by developing school-based courses. "While implementing national and local curricula, schools should develop or select curricula that suit their own traditions and strengths, as well as the interests and needs of students." [7] In the process of developing school-based curricula related to the "educator spirit", teachers need to be proactive in their own initiative, catering to the needs of students' growth and developing curricula that reflect the unique character of the school.

5.2. Classroom teaching strategies

5.2.1. Deepen the understanding of knowledge in classroom instruction

For example, when teaching the chapter on "realizing value in the unity of the individual and society" in Philosophy and Culture Compulsory IV, one can skillfully incorporate famous sayings of educators to enrich the teaching content. For example, quote the famous words of teacher Guimei Zhang : "It is hard and tiring for a person to carry this in the mountains, but it is my own will, it is my business, and has nothing to do with you." This not only reinforces students' understanding of the knowledge point of "the unity of the individual and society", but also profoundly showcases the selfless dedication of educators to the cause of education, thereby deepening students' understanding and identification with the spirit of educators.

5.2.2. Exercise students' autonomy through classroom interaction

"The key to whether instructional design can reflect the ideas of the implementation of activity-based subject courses lies in determining the topics of the activities." [8]Through the implementation of issue-based teaching methods, teachers can guide students to become the main body of the classroom. The following is an example of integrating the educator's spirit into ideological and political classes through issue-based teaching to exercise students' autonomy through classroom interaction.

For example: Topic One: Principal Lighting the Lamp -Guimei Zhang

Discussion and Learning Scenario 1: Watching the video "Guimei Zhang : One Girl's Education Can Change Three Generations"

Question 1: What are Guimei Zhang's value judgments and value choices respectively?

Question 2: Can Guimei Zhang's value judgment and value choice be realized and why?

Students discuss and answer, the teacher comments, and guide the students to reach the correct conclusion together.

Discussion Scenario 2: Watching the video " Guimei Zhang's Value Judgments and Value Choices"

Question 1: What characteristics of value judgments and choices do the changes in Guimei Zhang's value judgments and choices reflect?

Students discuss and answer, and the teacher comments to guide students to reach the correct conclusion together.

Design intention: To stimulate students' interest in learning through the example of educator Guimei Zhang, to help students deeply understand the essence of the educator's spirit, to enable students to grasp the dialectical relationship between the educator's spirit and personal value judgment and value choice, to facilitate students' better learning experience in the classroom and achieve twice the result with half the effort in education.

5.3. After-class consolidation strategies

Before class, during class and after class form a coherent teaching system. After-class consolidation is also indispensable and needs to be strengthened in order to more effectively integrate the educator's spirit into the teaching of Philosophy and Culture in high school.

5.3.1. Adhere to the unity of explicit and implicit education and create a good atmosphere

In the teaching of Philosophy and Culture in high school, integrate the spirit of the educator into the after-class consolidation session to create an atmosphere of learning the spirit of the educator on campus, so that the campus environment can unconsciously promote students' knowledge transfer and emotional identification. First, organize educational activities on the spirit of the educator. For example: regularly hold lectures on the spirit of educators and organize essay contests on the spirit of educators. Second, optimize the campus environment. For example: Regularly play educational videos about the spirit of educators on campus radio, and display famous sayings and pictures of educators in classrooms, libraries, canteens and other places.

5.3.2. Adhere to the unity of theory and practice, and enrich practical activities

In the teaching content of "Philosophy and Culture", it is emphasized that practice is the foundation of cognition and the sole criterion for testing the truth of cognition. To this end, in the assignment process, teachers should abandon the shackles of traditional concepts and avoid being confined to doing exercises. Teachers and schools need to provide students with opportunities and platforms for practice. For example, for historical educators, teachers can organize students to visit educational bases to feel the wisdom and strength of the educators. For the study of outstanding contemporary educators, schools can organize discussion and exchange sessions to share the touching stories of teachers like Guimei Zhang , encourage everyone to learn her spirit, apply knowledge to practice, and thus achieve the goal of integrating theory with practice in high school ideological and political teaching.

5.3.3. Adhere to the unity of process evaluation and summative evaluation, and optimize the teaching evaluation mechanism

Formative assessment is conducted during the teaching process, while summative assessment aims to make a comprehensive assessment of students' mastery of knowledge at a certain stage, which is usually carried out through examinations. In this process, teachers can draw on resources related to the spirit of the educator to develop test questions and their answers in order to examine students' mastery of knowledge and their understanding of the essence of the spirit of the educator. Examples are as follows:

Material 1: The Opinions issued by the Central Committee of the Communist Party of China and The State Council on carrying forward the Spirit of Educators and strengthening the construction of a High-Quality and professional Teaching staff in the New Era put forward that we should implement the fundamental task of fostering virtue and nurturing talent, take strengthening the construction of the teaching staff as the most important basic work for building an education power, strengthen the guidance of the spirit of educators, improve

teachers' ability to teach and educate, and establish a long-term mechanism for the construction of teachers' ethics and style.

In light of Material One, using the knowledge of "realizing the value of life", discuss why it is necessary to strengthen the guidance of the spirit of educators? How should we promote the spirit of educator?

This question is designed to test students' mastery of the knowledge point of "realizing the value of life". Students are required to recall and apply the relevant theories of "realizing the value of life" proficiently, and based on the given materials, analyze the reasons and measures for strengthening the spiritual guidance of educators, so that students can learn and understand in class.

6. Summary

The integration of the educator spirit with the Philosophy and Culture curriculum is not only an educational reform, but also a profound inquiry into the essence of education. Let us join hands and take this opportunity to cultivate more outstanding talents with profound philosophical literacy and rich cultural background to contribute to the education cause and social development of our country.

7. Author Profile

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