

Practice and Exploration of the Cultivation Path of College Chinese “Golden Course” from the Perspective of Curriculum Ideology

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Abstract: Ideological and political education and general education have a lot of congenital conditions for the integration of development, and the College Chinese curriculum in general education contains a lot of hidden elements of Ideological and political education. Therefore, based on the perspective of “golden course” cultivation of College Chinese, exploring the integrated development of Ideological and political education and general education reflects the task requirements of Building Morality and cultivating people in the new era, which is of great significance to the overall promotion of the integration of Ideological and political education and general education. Through the integration of the ideological and political education objectives of College Chinese, the five channels of listening, speaking, reading, writing and practicing in the whole brain teaching are integrated to maximize students' multi sensory participation, comprehensively promote the development of students' thinking, emotion and interpersonal relationship, improve the teaching effect, and achieve the goal of “golden course”.

1. Introduction

Vocational colleges, which take the cultivation of high-quality technical and skilled talents as the training goal, must comprehensively promote the research on the integration of Ideological and political education, general education and professional education while strengthening ideological and political education. If ideological and political education focuses on moral education, general education covers moral education, intellectual education, physical education, aesthetic education and labor education. Therefore, in the research on the integration of Ideological and political education and general education, the author selects the representative College Chinese course in general education course as a typical case to discuss. Especially under the guidance of the ideological and political education concept, the cultivation of “golden course” of College Chinese and the teaching requirements of “cultivating morality and cultivating people” are highly related and overlapped.

The ideological and political education method under the guidance of the ideological and political concept of curriculum is to excavate the ideological and political education elements contained in various non ideological and political courses, and integrate them into all aspects of classroom teaching, so as to give full play to its ideological and political education function by infiltrating students in an all-round and lasting way. “Golden course” refers to the course that organically integrates knowledge, ability and quality, aims to cultivate students' comprehensive ability and advanced thinking, and has certain difficulty in teaching content. Students' personality and creativity should be reflected in the course. The objectives of “golden class” are: first, to enable learners to acquire the basic quality and ability to be competent for the corresponding jobs; second, to enable learners to have good social communication skills and quality, so as to be able to handle various social relations; third, to make learners have independent personality, progressive mentality and good habits. The objectives of these three dimensions show that ideological and political education is very important for the adult development of students, and it also proves that ideological and political education is the most important condition to cultivate every “golden course”.

2. College Chinese Course Has the Inherent Advantages of Ideological and Political Education

Ideological and political education is a kind of moral education. The teaching content of College Chinese course also contains rich moral education resources. The teaching goal of College Chinese coincides with the essence of Ideological and political education, that is, through teaching and guidance, the correct outlook on life, world outlook and values can be transformed into the ideological and moral character of the educated. Both of them shape and cultivate the thought, emotion and spirit of college students through the form of inspiration, infection and guidance. The training goal of College Chinese course is not only to make students become technical talents in a certain professional field, but also to make students become professional individuals with humanistic feelings and spiritual pursuit. Therefore, the teaching of College Chinese should not only highlight the practical value of Chinese subject, but also comprehensively improve students' aesthetic ability and expression ability. At the same time, we should actively explore the teaching method of organic integration of professional core competence, cultivate students' Chinese ability in multiple channels and all directions, cultivate students' sentiment, form noble moral standards, and create a Chinese “golden course” with the characteristics of the times.

The characteristics of College Chinese course determine that it has the natural advantages of Ideological and political education. If we ignore the ideological and political education factors of College Chinese, we can not achieve the expected goal of College Chinese. Therefore, the connotation of Ideological and political course is one of the standards of “golden course” of College Chinese. Therefore, the organic integration with ideological and political education is the “congenital” foundation of “golden course” of College Chinese. It is an effective way to cultivate “golden course” by carefully designing the teaching of College Chinese according to the concept and requirements of curriculum ideological and political education.

3. Exploration and Practice of the Integration of Ideological and Political Education and College Chinese

According to the learning law, “golden class” should be a task driven, situational learning work systematic curriculum form. It is generally embodied in the curriculum form of the unity of thought and practice. Therefore, the presentation form of “Jinke” classroom teaching is “learning by doing”, “teaching by doing” and “discussing by doing” guided by task and practice.

The “golden lesson” in accordance with the law of learning should be guided by whole brain teaching. The whole brain teaching is a multi sensory participation model, including five elements: body, hearing, vision, intelligence and emotion. Learners can learn through the ways of practice, other people's speech, image observation, thinking problems and emotional guidance. Therefore, the “golden course” of College Chinese should integrate the goal of Ideological and political education, integrate five channels of listening, speaking, reading, writing and doing, maximize the multi sensory participation of learners, take the task as the driving force, promote the development of learners' thinking, emotion and interpersonal relationship, and improve the teaching effect.

3.1 Listening: an Analysis of the Ideological and Political Connotation in Literary Works

3.1.1 Compile Textbooks with Rich Ideological and Political Connotation

In addition to highlighting the aesthetic taste, articles selected in College Chinese textbooks should also reflect the traditional Chinese virtues and socialist core values, which will play an important role in improving students' political consciousness, cultivating moral concepts and cultivating their sentiment. Therefore, the selection of titles and the arrangement of styles of College Chinese textbooks must be carefully selected and carefully designed. Luxehome is the best textbook for ideological and political education. Through reading independently before class, listening to the teacher's interpretation in class, and expanding reflection after class, students can deeply perceive the mission and perseverance of people with lofty ideals at all times and in all over

the world, so as to imperceptibly accept ideological and political education.

3.1.2 Talk about the Text with Distinctive Ideological and Political Characteristics

“The function of human brain is first to ensure survival, secondly to meet emotional needs, and then to cognitive learning”^[1] The teaching process of “golden course” of College Chinese should follow the rule of emotion first and cognition second. We should not only move people with emotion, but also with cultural people. For example, when explaining Hu Shi's “tolerance and freedom”, we can combine the democracy and freedom in the core socialist values to explain. When teaching Yu Guangzhong's famous prose “listening to the cold rain”, we should not only guide students to understand and feel the thoughts of a Taiwanese wanderer who has been in the motherland for more than 20 years, but also extend to the ideological and political contents of patriotism and reunification of the motherland. There is no lack of Ideological and political texts in foreign excellent literary works. For example, the short story “quality” written by British novelist John Galsworthy describes the noble quality of a shoemaker who is humble and would rather starve to death than cut corners. The teaching process must be carefully designed in accordance with the professional ethics and craftsman spirit of the protagonist, so that students can be produced Sense of substitution and responsibility.

3.2 On the Ideological and Political Materials in Students' Experience

Simler proposed that in order to enable students to participate in classroom activities effectively, teachers must grasp two principles in teaching design: one is to promote learners' high-level thinking; the other is to mobilize the whole staff to participate^[2]. Therefore, in the classroom of College Chinese, we must abandon the backward teaching method of “cramming” teachers, and fully mobilize the initiative and enthusiasm of students. For example, a series of activities for eloquence training, such as recitation, speech, old photo story sharing meeting, can not only enable students to judge their oral expression ability through practice and comparison, but also can mobilize all students to participate in classroom practice activities and deepen the understanding between teachers, students and students.

However, in setting these practical tasks, we should skillfully insert the content of Ideological and political education, and more importantly, we should excavate the ideological and political materials in students' own experience, and carry out ideological and political education based on their actual life, which can achieve better moral education effect. For example, in the lecture meeting, the topics for students can be diversified and life oriented. For example, students can imitate the scene of Yu Minhong's speech at the opening ceremony of Peking University selected in the textbook, return to their alma mater to give a speech for the freshmen of senior high school; choose a news event and combine their own experience to express their views on the news; it(can be a People, a book, a movie, one thing) changed me.

My practice has proved that such a speech club has become a successful case of Chinese ideological and political education. The students who choose to speak for senior one's younger brother and younger sister narrate their lazy, rebellious and chaotic middle school times, and warn them not to repeat their mistakes. Although this scene is fictitious, students can still start from their own experience and make self-examination, and strengthen this self-awareness by speaking in public, which is more effective than any teacher's preaching. Students who choose news events can read about the importance of law from the Mercedes Benz incident, appreciate the martyrs from the Liangshan fire in Sichuan, revere life in the event of high school students jumping over the bridge in Shanghai, and realize the rational patriotism from the fire of Notre Dame in Paris and the online hot topic of burning Yuanmingyuan. As a result, this speech task has evolved into a “news broadcast” in which students excavate ideological and political materials, and virtually summarize and disseminate socialist values. Most of the students who chose the third question talked from the bottom of their hearts about a person or a thing that changed themselves. They were full of gratitude and repentance. In particular, some students who came back from military service told their real

experience and patriotism of garrisoning border defense and eliminating harm to the people in their speeches. Their “speaking in person” provided us with fresh educational materials for our Chinese ideological and political education. As the audience, other students were also willing to accept such “case teaching” from around them, which was given to their ears and hearts. In the feedback of the final teaching evaluation, many people mentioned that they were deeply affected by these speeches, and affirmed the influence and significance of the speech activities on themselves.

3.3 Reading: Recommend Ideological and Political Reading Materials in Extracurricular Works

The “golden class” of College Chinese must guide students to read a lot, but if they just force the reading task, the effect will be very little. Students can be the center, the whole class together, each recommend 3 to 5 humanities books they have read, and then form a book list that integrates the reading materials of the whole class. The recommended works in the book list will be good and bad. How to use this resource to infiltrate moral education needs teachers to pay attention to the following three points. First, we should grasp the classic works in the book list, such as *Ordinary World*, *Living*, *White Deer Plain*, *How Steel Was Made*, and *Muslim Funeral*. We should give full affirmation to the students who recommend such books, and invite them to tell us their reading experience and reasons for recommendation. Then, teachers should restate the moral value and literary works of these works on this basis. Second, we should grasp the books recommended by many people at the same time, such as the popular books such as *The Son of Heaven on the Left*, *The Madman on the Right*, *The Ferryman*, *The General Store for Relieving Worries*, and *The Kite Chaser*. These books are the best sellers in recent years, which have great attraction among students and can provide fresh ideological and political nourishment. Therefore, teachers should read these books first. The content and characteristics of the story, then excavate the moral education nutrients, and integrate them into the usual teaching. Three, we should recommend the ideological and political books to students, including the biographies and works of great philosophers and statesmen, such as the biography of Marx, the Manifesto of the Communist Party, Deng Xiaoping in the turn of history, and Xi Jinping's seven. In the process of recommendation, we should not force students to read, and strive to attract students to read from the real experience of personal reading.

3.4 Writing: Pay Close Attention to the Ideological and Political Elements in the Second Classroom

The second classroom is an important position for the whole person education of students. It enables students to acquire knowledge, master ability, experience character, correct attitude and temper will through extracurricular activities^[3]. It is an effective form of education outside the formal classroom in campus life. The second classroom can integrate all kinds of teaching resources inside and outside the school, and optimize the combination to make up for the limitations of the first classroom. The contents of the second classroom can involve community activities, competitions, volunteer services, skills practice, etc., which can make the rural fields and all sectors of society into classrooms, and make the form of Ideological and political education of college students more life-oriented, the content more colorful and the effect more remarkable.

3.4.1 Calligraphy Competition

In order to improve students' writing ability, the second classroom of College Chinese with ideological and political connotation can guide students to participate in calligraphy activities organized by students' associations and social organizations both inside and outside the University. During the competition, the contestants can talk freely about the wisdom of life they have learned from learning calligraphy. Teachers can also lead students to taste the meaning of calligraphy and realize the philosophy of life. In the process of selecting works and awarding awards, we can appropriately tend to the works with positive content and reflecting the mainstream ideology. For

example, in a calligraphy competition held by the author's college, some students' entries are the 24 character socialist core values written in official script. Compared with the works with the same writing level, the judges give appropriate points in scoring, so as to take this opportunity to publicize the correct values to students.

3.4.2 Film Critics Competition

Film art incorporates multiple art forms such as drama, photography, music, dance, etc. It is an art type generally loved by college students and has a unique educational function^[4]. College Chinese teachers can use the educational function of film to organize and guide students to write film reviews inside and outside the classroom, and guide students to perceive the truth, goodness and beauty in films through writing, so as to achieve the purpose of strengthening the function of film aesthetic education and moral education. Take a certain film critic contest in Guangdong Province in 2020 as an example. The theme of this contest is “Appreciate excellent films and express the feelings of forging ahead in the new era”. Therefore, the selection and regulation of 10 films such as “My Motherland and Me” will help to promote Excellent films with the core values of socialism are considered as participating films. This kind of competition, as the position of the second classroom of university Chinese, is highly, difficult, authoritative, and attractive. The students participating in the competition through “taste the beauty of the film-explore the theme of the film-write the feelings after viewing-put forward personal opinions-solicit The exploration of a series of processes such as “Teacher's Opinions-Modifying the Manuscripts” is actually a process of achieving ideological and political education and value penetration.

3.4.3 Write Tweets

The communication form of new media among students should have a higher degree of participation and communication. Making good use of this new platform can not only improve students' writing ability, but also carry out ideological and political education to students invisibly. At present, all kinds of student associations and departments in Colleges and universities have their own we media platform, and most of them are edited by students. The “golden course” of College Chinese should first encourage students to actively publish tweets on these platforms; secondly, it should guide students to transfer energy and sublimate their emotions in the process of tweeting writing; thirdly, it should draw on local materials and introduce good tweets into the formal classroom to achieve wider promotion.

3.5 Action: the Ideological and Political Base in the Practice Outside School

Tao Xingzhi, an educator, believes that “life is education” can be understood as “education with life”. It is also the truth of the ancients that “we should learn from the paper and feel shallow at last.”. Therefore, in order to promote the combination of Ideological and political education and Chinese education, College Chinese teaching materials should come from life. In addition, practical activities should be introduced into the classroom. In the process of teaching, teachers can not only hold some practical activities in the school, but also carry out the “walking Chinese class” teaching activities combined with the content of literary works. Students can be organized to visit beautiful villages, enter local museums, guide students to care and understand local culture, visit former residences of celebrities, visit patriotism education bases, investigate cultural and creative parks, visit vanguard and model figures, and serve vulnerable groups. Create conditions to enable students to see with their own eyes and ears the new development of society in the new era, and guide students to internalize their mission.

4. Conclusion

The effect of education often depends on the quality of teaching methods, and the ideological

and political education of curriculum has higher requirements for teaching methods because of its particularity. Therefore, in order to cultivate college Chinese into a “golden course” from the perspective of curriculum ideological and political education, teachers should not only have the awareness of the integration of Ideological and political education and general education, but also have the art of integration of Ideological and political education and College Chinese teaching. It is an organic combination mode to guide the situation, to sort out and interpret the “materials” from the spot, and to use the news hot spots to lead the values. In short, the teaching design and implementation of the “golden course” of College Chinese must closely focus on the curriculum goal of “combination of knowledge teaching and ideological guidance”, explore the integration of art, innovate teaching methods, through the deep integration of Ideological and political education and College Chinese teaching, turn explicit preaching into recessive ideological and political education, and achieve the education effect of moral cultivation and silent moistening things.

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