

# Research on the Promotion Strategy of the Integrated Construction of Ecological Civilization Education in Colleges, Middle Schools and Primary Schools

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**Abstract:** The integrated construction of ecological civilization education in universities, primary and secondary schools is not only a policy call to integrate green and low-carbon development into the national education system according to national requirements, but also based on the fact that students have a weak awareness of ecological civilization and the needs of students' all-round development at all stages. Systematic education combining primary school, middle school, university and other periods is conducive to carrying out systematic ecological civilization education at different ages, establishing correct values of ecological civilization and building it into the inheritor of ecological culture and the main force of ecological civilization construction.

## 1. Introduction

This paper mainly studies the necessity, realistic dilemma and necessary measures of promoting the integration of ecological education in universities, primary and secondary schools. Promoting the integration of ecological civilization education in universities, primary and secondary schools is an inevitable requirement to help China achieve the goal of peak carbon dioxide emissions and carbon neutrality, an inherent manifestation of cultivating all-round talents, and a key measure to promote the connotative development of ecological civilization education. However, it is found that there are some problems in the integration of ecological civilization education in universities, primary and secondary schools at this stage, such as the depth of organization and management, the synergy of joint efforts to educate people, and the systematic nature of educational content. Therefore, this paper puts forward corresponding solutions to the problems, such as strengthening the system construction, integrating the advantages of all parties and scientifically determining the course content.

## 2. The necessity of promoting the integration of ecological civilization education in universities, primary and secondary schools

Report to the 20th CPC National Congress of the Party pointed out that it is necessary to plan development from the height of harmonious coexistence between man and nature. In order to promote the development of ecological civilization education more deeply and effectively, it is an inevitable trend and an important path choice to promote the integration of ecological civilization education in universities, primary and secondary schools. Therefore, the integration of the contents of ecological civilization education is beneficial to peak carbon dioxide emissions, the inevitable requirement of achieving the goal of carbon neutrality, the internal embodiment of cultivating all-round green talents, and the key measure to promote the connotative development of ecological civilization education in universities, primary and secondary schools.

## **2.1. Inevitable requirements for helping peak carbon dioxide emissions achieve its goal of carbon neutrality**

Achieving peak carbon dioxide emissions and carbon neutrality is an important goal of China in dealing with climate change. The background and significance of this goal are very important, which is of great significance to the sustainable development of our country. China's education must keep up with the times, and the integration of ecological civilization education in universities, primary and secondary schools is in line with it, contributing to serving the needs of the country. On the one hand, serving the national strategic needs is the fundamental mission of education. To achieve peak carbon dioxide emissions and aim at carbon neutrality, through the integrated construction of ecological civilization education in universities, primary schools and middle schools, individuals' understanding and practical ability on low-carbon life and green development will be cultivated, and talents with scientific literacy and innovative consciousness will be cultivated. On the other hand, the integration of ecological civilization education in universities, primary and secondary schools includes not only low-carbon scientific knowledge, but also the education of values and world outlook. Branding the concepts of low-carbon development and green environmental protection in the values of students in all academic periods is conducive to serving the needs of economic and social development and helping to realize the goal of Carbon Neutralization and peak carbon dioxide emissions at early date.

## **2.2. The inherent embodiment of cultivating all-round development-oriented talents**

All-round development mainly refers to the coordinated development of students' basic qualities on the basis of sound personality. The traditional school education in China is mainly exam-oriented education, which attaches importance to the training of students' knowledge and skills, ignores the all-round development of students, and especially lacks sufficient attention to students' morality and quality. The growth process of students in each stage is not simply separated, and the formation of world outlook, outlook on life and values in each stage also needs spiral education. From a macro perspective, the fundamental task of primary, middle and primary schools is to cultivate new people with all-round development and realize the all-round development of people. From the microscopic point of view, cultivating students with good ecological literacy and ability is an inevitable requirement of the campus in each school period. If students want to develop in an all-round way, they should not only have extensive scientific and cultural knowledge, but also have higher morality to correctly view the harmonious relationship between man and nature.<sup>[1]</sup> Therefore, the integration of ecological civilization education in universities, primary and secondary schools is an inevitable choice to cultivate all-round development talents.

## **2.3. Key measures to promote the connotative development of ecological civilization education**

The formation of people's ideological and moral character is a long-term, repeated and gradual improvement process, and it has a sensitive or critical period of development. On the one hand, the integrated construction of ecological civilization education in universities, primary and secondary schools can guide young people to gradually enhance their understanding of green ecological development, recognize the value of harmonious coexistence between man and nature, and better realize the phased educational goals of each school segment. On the other hand, the individual's physical and mental development is always interpenetrating and interrelated at all stages, showing continuous unity. Carrying out ecological civilization education step by step and spiraling upward is an accurate grasp of educational development. The process of promoting and perfecting the integration of ecological civilization education in universities, primary and secondary schools is the practical process of exploring and building the new development of ecological civilization education. Therefore, the pattern of integration of large, medium and small is conducive to promoting the connotative development of ecological civilization education.<sup>[2]</sup>

### 3. The practical dilemma of promoting the integration of ecological civilization education in universities, primary and secondary schools

#### 3.1. The depth of organizational management needs to be promoted

At present, the integration of ecological civilization education in primary and secondary schools in China is decentralized and needs to be improved. As shown in figure 1 mind map below. There is no unified management mechanism for ecological civilization education in each school section, and when encountering corresponding difficulties and obstacles, we don't know which department plays a leading role, which leads to uneven effects of ecological civilization education. Some schools have the phenomenon of scattered work and compartmentalization, and they don't understand or even know the corresponding requirements of ecological civilization education in other schools and other study sections, and rarely communicate with other schools or organizations in classmates. In addition, the working mechanism is not perfect. There is no unified liaison system in the education authorities, so schools at all levels can't communicate effectively, and they can't communicate with other schools or family organizations. The establishment of integration pattern is lacking.

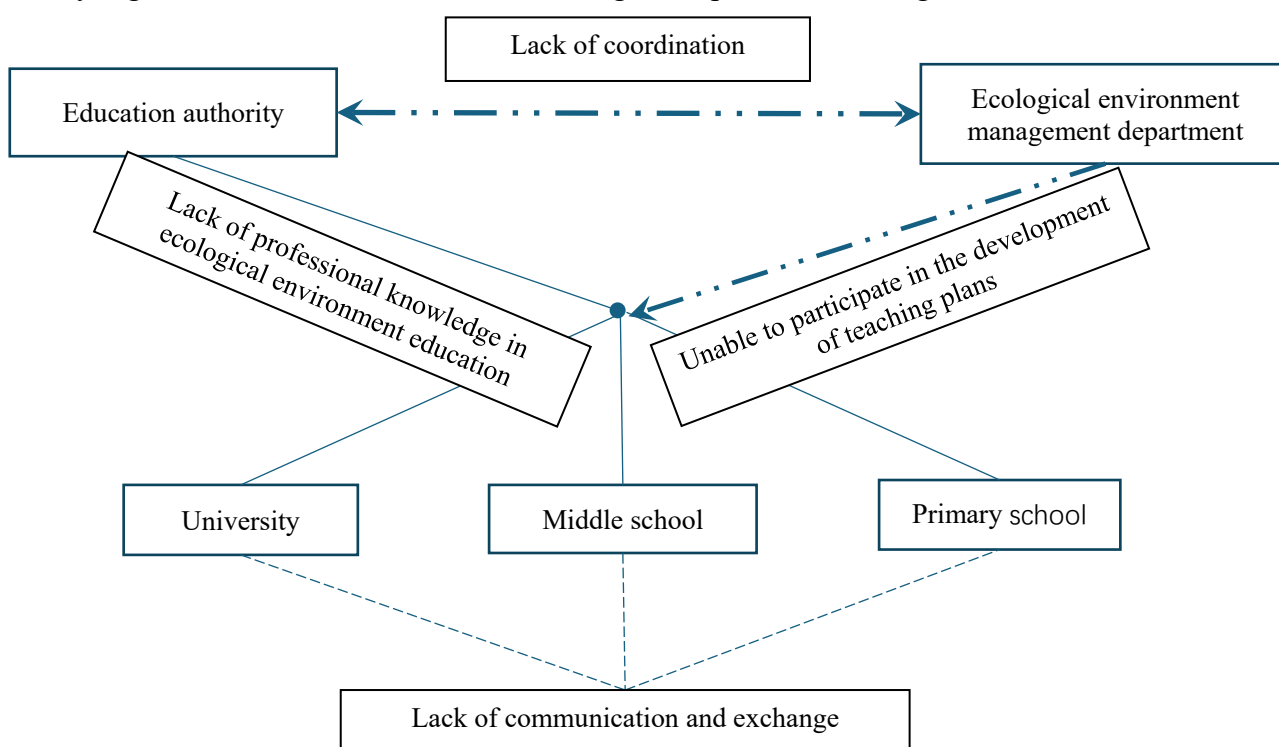


Figure 1 The mind map of the depth of organizational management needs to be promoted.

#### 3.2. The synergy of joint efforts to educate people needs to be strengthened

In this paper, a random survey on the participation of ecological civilization education activities/courses in universities, primary and secondary schools was conducted in a certain range of cities, and 220 valid samples were obtained. The sample identities include community workers, parents with children, teachers and students in primary and secondary schools and college students. The survey method is mainly questionnaire or interview. According to the survey, 162 of the 200 interviewees have heard of the ecological civilization education activities, but only 110 actually participated in the activities. The main reasons are that there is no time and energy to participate because of academic or life pressure, or they are not interested. The details are shown in Table 1 below. Under the more specific analysis and deduction of reality and data, we find the following practical problems. At present, the environmental atmosphere of ecological civilization education is not good, and there is no overall educational atmosphere combining society, family, school and individual. The low resource synergy of ecological civilization education leads to the lack of overall educational atmosphere and the decline of educational effect. For example, the teaching time of ecological civilization education in schools is taken up a lot, families lack scientific guidance for

students' ecological civilization education, and the theme activities of ecological civilization education in communities are rare. As a result, students still can't get a good education at school, outside school and outside the home. Therefore, the synergy of the integration of ecological civilization education in universities, primary and secondary schools has become an urgent problem to be solved.

Table 1 Randomly investigate the participation of ecological civilization education activities/courses.

Survey on ecological civilization education activities/courses						
Scene	The identity of the person being investigated	Number of people surveyed	Investigation method	Number of people who have heard of the activities/courses	Number of people who have participated the activities/courses	Main reasons for not knowing/not participating
Communities	Community workers	20	Questionnaire/ interview	13	8	Uninterested
Families	Parents with children	50	Questionnaire/ interview	31	23	Busy work; the pressure of daily life
Middle Schools and Primary Schools	Teachers and Students	50	Questionnaire/ interview	47	38	Academic pressure
Colleges and Universities	Students	100	questionnaire	71	41	Uninterested

### 3.3. The systematic content of education needs to be improved

In education, the content and form of teaching is the link between teachers and students. Whether the content of teaching materials is full and complete, and whether the educational content is novel and logical will directly affect the effect of education and teaching. At present, the systematic planning of the integrated construction of ecological civilization education content in universities, primary and secondary schools is not strong, the teaching content of each study section is repetitive and imperfect, and the overall planning and integrated design of teaching materials in different study sections is still not perfect, which does not well reflect the spiral promotion effect. Teachers in the teaching process, the teaching content will also have their own emphasis, the details are different. This makes the content of ecological civilization education not systematic and holistic, which is not conducive to students' systematic study and mastery of ecological civilization education knowledge.

## 4. The necessary measures to promote the integration of ecological civilization education content in universities, primary and secondary schools

### 4.1. Strengthen system construction

The integrated construction of ecological civilization education in universities, primary and secondary schools needs unified leadership and management. In order to ensure the implementation of relevant policies, the school must establish a close and unobstructed integrated management organization at the upper and lower levels, carry out the task of ecological civilization education, and put ecological civilization education into all classes and grades.<sup>[3]</sup> Secondly, on the basis of establishing a hierarchical integrated management organization of ecological civilization education, we should comprehensively build an integrated working mechanism of ecological civilization education from the perspective of students, such as organizing and implementing mechanisms and practicing and educating people. Finally, it is necessary to link school ecological civilization education with family education, set up special institutions to study and guide family education, set up parent-teacher liaison meetings and parent committees to increase parents' participation, promote the smooth implementation of family ecological civilization education, and provide a solid

institutional guarantee for promoting the integration of ecological civilization education in universities, primary and secondary schools.

#### **4.2. Integrating the advantages of all parties**

The integrated construction of ecological civilization education in universities, primary and secondary schools should proceed from the whole, strengthen resource development, and pay more attention to family, community and social resources. First of all, we should give priority to the school's curriculum resources, embody ecological civilization education in curriculum teaching, and give full play to the leading role of classroom teaching. At the same time, give play to the role of hidden resources in schools, subtly influence students' ideas and behaviors, and infiltrate ecological civilization ideas and concepts into students' hearts. Secondly, focus on the development and utilization of family quality resources. Family quality resources include parents' excellent quality and good family education, etc. Ecological civilization education should fully mobilize these resources, diffuse ecological concepts into all aspects of students' family life, and make up for the lack of ecological civilization education in schools. Finally, make full use of community resources to carry out ecological civilization education. For example, the community should hold various kinds of ecological civilization education activities at major historical events, major anniversaries and other time points, so that students can deepen their understanding and feelings about ecological civilization in the process of participating in the activities. Enhance the educational synergy of schools, families, communities and society, so that every student can enjoy rich ecological civilization education resources in schools, families, communities and society.

#### **4.3. Scientifically determine the course content**

The content of ecological civilization education in universities, primary and secondary schools should not only conform to the general development level of a certain group of students, but also suit the development level of individual students in the group. This requires that the course of ecological civilization should set targeted content for students of different ages, so as to ensure that the course content forms a complete sequence from shallow to deep. The content of ecological civilization course in primary school should guide students to know nature initially, perceive the characteristics and changes of the surrounding environment, and let students master the initial environmental protection behaviors, such as protecting animals and not littering. The content of ecological civilization course in junior middle school should make students consciously abide by environmental moral standards and establish the concept of harmonious coexistence between man and the environment through their active participation in campus study and social activities. Through the simple education of ecological civilization in senior high school, students can understand regional and global environmental problems and establish their correct values and attitudes towards the ecological environment. <sup>[4]</sup> Finally, the school should actively combine ecological civilization education with Chinese excellent traditional culture, develop school-based courses, and set up the specific contents of various courses in a serial way to enhance their appeal to students of all classes.

### **5. Conclusion**

The integrated construction of ecological civilization education in universities, primary and secondary schools is an important way to implement the fundamental task of cultivating people with morality, intelligence, beauty and labor, and plays an irreplaceable role in cultivating socialist builders and successors with all-round development. In the face of the existing educational predicament, we must strengthen governance, promote the in-depth formation of the integrated pattern of ecological civilization education content in universities, primary and secondary schools, and continuously promote the innovative development of ecological civilization education.

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