

Innovative Analysis of the Integration of Chinese Language and Literature into Ideological and Political Education in Colleges and Universities

Shi Wen

Ideological and political department
Jiangsu College of Finance and Accounting
Lianyungang Jiangsu, 222000, China

Abstract: Under the guidance of "cultivating morality and cultivating people" in the center of higher education, all major colleges and universities across the country are actively promoting classroom teaching reforms with the goal of "curriculum ideology and politics", which is also very important in the language course teaching of Chinese language and literature majors. Regardless of the nature of language itself, the current situation of language course teaching, or the perspective of foreign cultural communication in the new era, in these four dimensions, mechanism is the foundation, curriculum is the starting point, teachers are the key, and evaluation is the means. Only when these four dimensions work together and go in the same direction, can we continuously enrich the practical content of the "curriculum ideology and politics" of the Chinese language and literature major, and continuously enrich the realization ways of the "curriculum ideology and politics" of the Chinese language and literature major.

Keywords: Chinese Language and Literature; Ideological and Political Education; Innovative Analysis

1. INTRODUCTION

With the continuous deepening of curriculum ideological and political concepts and the introduction of related educational reform measures, the professional education of Chinese language and literature has ushered in the opportunity of innovation and development. Under the guidance of the ideological and political concept of the course, research on the teaching of Chinese language and literature can guide the teachers of Chinese language and literature to establish the ideas of "curriculum carrying ideological and political" and "ideological and political integration into the curriculum", and integrate the content of educating people into the classroom teaching of Chinese language and literature, forming and implementing a teaching design that integrates the teaching of Chinese language and literature with ideological and political education, and realizes the goal of cultivating Chinese language and literature talents with both ability and political integrity. With an unprecedented trend of positive advancement, teaching research and reform of many professional courses are in full swing under the concept of "Curriculum Ideology and Politics".

Language courses in colleges and universities, such as modern Chinese and ancient Chinese courses for Chinese language and literature majors, also need to be actively followed up to enter the tide of ideological and political construction of courses. The inherent characteristics of the Chinese language and literature major make the Chinese language and literature major have the inherent advantages and unique conditions to carry out the "course ideological and political". The goal of literature education and ideological and political education is highly consistent, both of which are to cultivate people with all-round development. Literary education has the characteristics of sensibility, kindness, invisibility, and silence. These characteristics provide unique conditions for Chinese language and literature majors to carry out "curriculum ideology and politics". In the process of practicing and

promoting "curriculum ideology and politics", Chinese language and literature majors should attach great importance to the four important dimensions of operating mechanism, curriculum construction, teacher training, and evaluation system to improve the quality of Chinese language talent training.

The book pointed out that the current combination of professional courses and ideological and political education is still facing certain difficulties: the integration of ideological and political education elements into Chinese language and literature courses is not high enough to ensure that the teaching work cannot be improved in time; The level of excavation of ideological and political elements is not high, and some subjects have low awareness of the elements of educating people, failing to create a good quality cultivation ecology. In 1996, the National Education Commission promulgated the "Full-time Ordinary Senior Middle School Chinese Teaching Syllabus" (for experimental use), pointing out that Chinese is the most important communication tool and the most important cultural carrier.

This programmatic document defines the attributes of language, including language. Language is not a general communication tool, but a humanistic communication tool. "The humanism of language is not only manifested in its carrier of culture, but also in the aspects of transportation--dissemination", "instrumental and humanistic are not dualism". The requirements of "course content" in the old curriculum evaluation index system It is "teaching content must be advanced, scientific and systematic, conform to the development of the times, constantly optimize, keep pace with the times, and reflect the latest research results in this discipline in a timely manner", the requirements for "curriculum ideological and political" are not reflected Especially full. To adapt to the requirements of the era of "Curriculum Ideology and Politics", we should introduce ideological and political content into the curriculum

evaluation index system and assign corresponding points according to the principle of "Coursework has Ideology and Politics, and all teachers teach people".

2. THE PROPOSED METHODOLOGY

2.1 The Necessity of Integrating Chinese Teaching into Ideological and Political Education

Schools and Chinese language and literature teachers should actively rely on ideological and political elements when determining the teaching objectives of the curriculum and integrate the moral education objectives and the Chinese language and literature education objectives. That is to say, the goal of Chinese language and literature courses should include not only teaching students professional knowledge, but also cultivating students' comprehensive quality, specifically including literary professional accomplishment, professional ethics, and sense of national responsibility. Only when the curriculum goals are well formulated, can the follow-up teaching work of various courses have rules to follow, and can ensure that the teaching activities are always moving towards the goal of integrating education and talents. Teachers should not only pay attention to the teaching of Chinese knowledge in language courses, but also pay full attention to the teaching of Chinese traditional culture, cultural self-confidence, socialist cultural prosperity, and other value-level knowledge with Chinese as the carrier, and then use it to spread the excellent traditions of the Chinese nation culture.

This will undoubtedly play an important role in establishing youth cultural self-confidence, telling Chinese stories well, demonstrating the country's cultural soft power, and leading the public to consciously participate in the learning and practice of language and culture. Therefore, the integration of language course teaching into ideological and political education, which is characterized by emphasizing the humanism of language teaching and conveying excellent traditional culture, has become an inevitable requirement for foreign cultural exchanges and dissemination in the new era.

The foreign literature course group, while leading students to appreciate the exotic scenery of foreign literature, skillfully uses comparative analysis methods and dialectical analysis methods to guide students to correctly understand and evaluate foreign literary and cultural phenomena, and deeply understand them from the perspective of comparative analysis and dialectical analysis. The value of Chinese traditional culture, so that students can reach a new understanding and new realm of Chinese traditional culture, form a correct world outlook and values, and further stimulate national self-confidence, pride, and patriotism. Make the content design of Chinese language and literature courses and Various ideological and political elements are integrated with each other, so that the teaching content of the course considers both knowledge and ideology, forming a synergistic education effect. For example, teachers can scientifically select classic cases with the characteristics of ideological and political education, integrate them into the unit themes of Chinese language and literature textbooks, literary works, and after-school exercises, and focus on digging out the theoretical knowledge of literature and the educational elements hidden behind literary works , It should be noted that the selection of materials should be natural and appropriate, moisten things silently, avoid "two skins", and avoid excessive excavation that will lead to a decline in the original knowledge imparting level. The root of changing teaching concepts lies in the

deepening of teachers' understanding of "curriculum ideology and politics" in theoretical teaching or practical teaching.

2.2 The practical path of integrating Chinese language teaching into ideological and political education

For language teaching, teachers are required to realize that the current "education" cannot be achieved only by ideological and political courses but can only be completed with the participation of all other professional courses; students must be guided to learn the helpful teachings contained in professional courses. Knowledge elements that form correct values and ideals and beliefs; look at "course ideology and politics" with a long-term and developmental perspective, fully understand the consistency between the connotation of professional curriculum education and the pulse of the development of the times, and guide and inspire students in today's world. Correct values are formed in various ideological and cultural exchanges. Teachers are the first resource for educational development, and educating people begins with educating teachers. General Secretary Xi Jinping pointed out that "the evangelists themselves must first understand the way and believe in it. University teachers must insist that educators should be educated first."

Teachers are the main force and direct subject of carrying out "Curriculum Ideology and Politics". Can teachers be unique, timely discover and effectively excavate the ideological and political elements in the professional courses they undertake, and can they be handy, appropriate, and capable in the teaching of professional courses? The infiltration and integration of ideological and political elements in the school depends on the teacher's political stance, ideological understanding, professional level, and professional skills. The Chinese language and literature course should enhance students' personal experience of various moral cultivation elements, focus on reforming the three-teaching links of theoretical teaching, case teaching, and practical training, and use more advanced teaching methods to promote students' understanding of the content of ideological leadership. On the one hand, teachers of Chinese language and literature should pay attention to the diversification of teaching methods. Using multimedia teaching, interactive teaching, and inquiry-based teaching, students have more opportunities to experience ideological and political elements. For example, students are required to master and understand the latest basic theories of literature and the basic knowledge they need and set up study groups outside of class to complete integration. Homework with ideological and political elements.

At the same time, considering students' own Chinese learning experience and knowledge reserves, supplementary reading materials, introductions to selected works of classics, etc. are added to break through the traditional writing framework of ancient Chinese textbooks that often include anthologies, general theories, and commonly used words. In short, the basic purpose of these construction measures starting from the concept of teaching material compilation, teaching material structure system and teaching material content system is to improve the compilation of teaching materials, improve the quality of teaching materials, and better develop the excellent traditional Chinese culture for teachers while imparting professional knowledge. Education provides good teaching material support. Evaluate the teaching content and teaching process of "Course Ideology and Politics". Specifically evaluate whether the teaching content of the course reflects the requirements of "course ideological and political",

whether it can achieve the organic combination of imparting professional knowledge, cultivating professional ability, and integrating ideological and political elements.

Evaluate whether the teaching process of the course achieves the organic combination of professional knowledge and ideological and political education, whether the ideological and political content is organically integrated into classroom teaching, and whether the above-mentioned "professional knowledge imparting, professional ability cultivation, and ideological and political elements integration" are achieved. The three-dimensional goal of "organic combination".

On the other hand, teachers of Chinese language and literature courses need to pay attention to emotional education and realize the integration of emotion and reason in course teaching. Specific measures include leading students to the Red Culture Memorial Hall to carry out on-site education, learning red literature, understanding red culture, inheriting red genes, promoting students to feel the red spirit, and achieving the purpose of emotional education. Teaching evaluation is an important part of teaching activities. Under the ideological and political concept of the course, students' Chinese learning should not only gain language knowledge, but also realize the cultivation of their own moral sentiments and the improvement of their spiritual cultivation. Therefore, corresponding to the optimization of teaching content and the improvement of teaching methods are the comprehensiveness of assessment content, the diversification of evaluation methods, and the multi-perspective of evaluation subjects.

3. CONCLUSION

To sum up, the ideological and political construction of the Chinese language and literature major is a systematic curriculum reform work. Schools and teachers should consciously broaden the horizons of education and work together to promote the renewal and improvement of the Chinese language and literature course content and teaching environment. The ideal teaching effect will be greatly reduced. The research and practice of the vivid method of ideological and political courses in colleges and universities will be accompanied by the education and teaching of ideological and political courses in colleges and universities. Taking General Secretary Xi Jinping's exposition of the history of the Communist Party of China as the material and analyzing his perspective and method of telling the history of the Communist Party of China, it will surely provide useful practical inspiration for the education and teaching methods of ideological and political courses in colleges and universities in the new era.

4. REFERENCES

- [1] Feng Li, Feng Chao. Research on the strategy of ideological and political penetration in Chinese language and literature teaching courses.
- [2] Deng Xiaojun. Analysis on the Path of Ideological and Political Practice of Ancient Chinese Literary Theory Course.
- [3] Wang Dan, Liu Gang, Deng Jian. Goals, ideas, and approaches for the construction of provincial-level first-class undergraduate majors—Exploration on the teaching reform of Chinese language and literature majors in Guangdong Ocean University [J]. Journal of Mudanjiang Institute of Education, 2022(6): 31-35.
- [4] Ren Dong. Promoting the Quality Improvement of Chinese Language and Literature Majors with Curriculum Ideology and Politics [J]. Literature Education, 2019(35): 2.
- [5] Li Yanting. Research on Ideological and Political Design of Modern Chinese Courses in Colleges and Universities [J]. Journal of Jilin Radio and TV University, 2022(2):3.
- [6] Qin Mi. Ideological and Political Implementation Strategies for the "Interpretation of Famous Chinese Textbooks for Secondary Schools" Course in Colleges and Universities—Taking the Chinese Language and Literature Major of the School of Literature and Media of Hechi University as an Example [J]. Journal of Hechi University, 2021, 41(1): 92-100.
- [7] Sun Yanhua. Effective integration of curriculum ideology and politics in Chinese language and literature education [J]. 2020.
- [8] Xue Cheng. Exploration of the Ideological and Political Teaching Mode of Chinese Language and Literature Majors in Local Universities [J]. Journal of Kaifeng Vocational College of Culture and Art, 2021, 41(10):3.
- [9] Yang Dongxiao. Research on the Reform of "Comparative Literature" for Chinese Language and Literature Majors in Colleges and Universities under the Ideological and Political Teaching Mode of Courses [J]. Chinese and Foreign Exchange, 2020, 027(005): 17.
- [10] Wu Hongsong. The Exploration and Practice of the "Course Ideology and Politics" Construction of Linguistics in Colleges and Universities—Taking the Language Course Teaching of Chinese Language and Literature as an Example [J]. Journal of Anhui Agricultural University: Social Science Edition, 2020, 29(6): 5.
- [11] Wang Xiaoming. Analysis on Ideological and Political Construction of Chinese Language and Literature Major [J]. Middle School Politics Teaching Reference, 2022(8):1.
- [12] Gao Rihui. The Connotation and Construction System of Ideological and Political Majors in Ordinary Universities—Taking Chinese Language and Literature as an Example [J]. Journal of Dalian University, 2022, 43(2):58-64.
- [13] Yang Changjun. Teaching Exploration of "Course Ideology and Politics" in Bingtuan Radio and Television University—Taking the Chinese Culture Overview Course for Undergraduate Majors in Chinese Language and Literature as an Example [J]. Journal of Kaifeng Vocational College of Culture and Art, 2020, 40(3):2 .
- [14] Xiao Yongfeng. Ideological and Political Exploration of Ancient Chinese Courses for Chinese Language and Literature Majors in Normal Universities [J]. Journal of Liupanshui Normal University, 2021, 33(2):6.
- [15] Hou Lixia. Promoting the Quality Improvement of Chinese Language and Literature Professional Talent Training with Curriculum Ideology and Politics [J]. Shan Hai Jing: Frontiers of Education, 2021, 000(025):P.1-1.
- [16] Zhang Guangcai and Deng Shaomin. Four Dimensions of "Course Ideology and Politics" Education in Chinese Language and Literature Majors in Local Undergraduate Universities [J]. Journal of Changji University, 2021, 000(004):86-90.