

Reform and Exploration of Ideological and Political Education in the Course “Chinese Cultural Heritage”

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ABSTRACT

"Chinese Cultural Heritage" is a core compulsory course in the field of cultural relics and museology (general practice of cultural relics), with a fundamental and pivotal position. After three rounds of ideological and political teaching reforms, a systematic practical path has been formed, and significant results have been achieved. The course has opened up an innovative teaching mode of "ideology and politics as the foundation + expert guidance + classroom teaching + on-site learning", leveraging the advantages of regional cultural heritage resources, achieving the organic integration of ideological and political elements and professional practice, and preliminarily exploring the teaching reform methods and practical experience of ideological and political education in Chinese cultural heritage courses, so as to achieve high-level teaching and improve the curriculum ideological and political education system, teaching system, and content system as the course training objectives.

Keywords: Cultural heritage, Curriculum ideology and politics, Teaching reform.

1. INTRODUCTION

“To thoroughly implement General Secretary Xi Jinping's important directives on education and the spirit of the National Education Conference, and to carry out the ‘Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era’ issued by the General Office of the CPC Central Committee and the General Office of the State Council, to integrate ideological and political education throughout the talent cultivation system, to comprehensively advance the development of ideological and political education in university curricula, leverage the educational role of every course, and to enhance the quality of talent cultivation in higher education institutions”[1], the Ministry of Education has formulated and issued the “Guiding Outline for Ideological and Political Education in Higher Education Courses”, which clarifies the objectives, requirements, and key content of course-based ideological and political education. It proposes to "strengthen education on China's excellent traditional culture, vigorously promote the national spirit centered on patriotism

and the spirit of the times centered on reform and innovation, educate and guide students to deeply understand the ideological essence and contemporary value of Chinese traditional culture that emphasizing benevolence, prioritizing the people, upholding integrity, championing justice, valuing harmony, and seeking unity, and educate and guide students to inherit the cultural lineage of China, fostering a Chinese heart, rich Chinese sentiment, and authentic Chinese character." The State Council issued the "Notice on Strengthening the Protection of Cultural Heritage"[2] in December 2005, emphasizing the importance and urgency of strengthening the protection of cultural heritage under the new historical conditions in China, and providing specific explanations on important issues such as the guiding ideology, basic principles, and overall goals of cultural heritage protection.

“Chinese Cultural Heritage” is a core compulsory course in the field of cultural relics and museology (general practice of cultural relics), with a fundamental and pivotal position. It is a core teaching link that connects the theory and practice of the discipline, cultivates students' professional cognition and cultural literacy. Not only does it lay

the foundation of professional knowledge system for students majoring in cultural and liberal arts, but it also enables students to enhance their cognitive and practical foundation. In the process of course implementation, not only can it "help students shape correct worldviews, outlooks on life, and values", but it can also establish emotional identification and professional mission towards local culture in the process of shaping professional identity and cultural consciousness. This is the internal driving force for future cultural and museum work. After conducting three practical reforms of ideological and political education in Chinese cultural heritage courses, the researchers have preliminarily explored the teaching reform methods and practical experience of ideological and political education in Chinese cultural heritage courses.

2. ANALYSIS OF CURRICULUM IDEOLOGICAL AND POLITICAL FRAMEWORK

The more developed the economy and the more advanced the society, the stronger people's dependence on tradition and the stronger their sense of seeking roots in tradition.[3] The framework of curriculum ideology and politics in Chinese cultural heritage courses is to deeply explore ideological and political elements, interpret and integrate ideological and political connotations, and cover the entire process of curriculum teaching. Through on-site teaching and course practice, it can shape values and goals, and guide ideological and political education peers through the study of Chinese cultural heritage content. The framework of curriculum ideology and politics includes the following four parts:

2.1 Building a Solid Cognitive Foundation and Upholding the Concept of Educators Receiving Education First

Teachers should have a deep understanding of the significance, requirements, and policy orientation of ideological and political education in the curriculum, continue to cultivate political theory learning, deepen their understanding of core socialist values, and thus enhance their ability and vision to explore ideological and political elements. Through a deep understanding of cultural heritage, people can realize the significance and value of cultural relic protection work. "Cultural relic protection work is not just about protecting for the sake of preservation, but also aims to inherit

civilization, make reasonable and effective use of cultural relics, and promote excellent traditional Chinese culture. Only in this way can we better play the role of cultural relics and realize their value." [4] Only by continuously advancing the cognitive level through learning can teachers truly achieve value guidance and guidance for students.

2.2 Focusing on the Key Points of the Course and Deeply Exploring the Connotation of Curriculum Ideological and Political Elements

The ideological and political elements in Chinese cultural heritage involve two areas: "material cultural heritage" and "intangible cultural heritage". "Material heritage" can reflect political identity, humanistic literacy, cultural inheritance, cultural heritage protection, aesthetic concepts, professional ethics, etc. It can provide students with ideological education, craftsmanship spirit, professional ethics, and traditional cultural cultivation. Intangible cultural heritage can demonstrate cultural roots, national spirit, inheritance of wisdom, dynamic protection, innovation and transformation, community cohesion and other meanings. It can provide value guidance for students in cultural confidence education, inheritance and responsibility cultivation, innovative thinking inspiration, cultivation of local sentiment, and shaping of collaborative spirit.

2.3 Comprehensively Covering Ideology and Politics Education to Achieve Practical Integration of Ideological and Political Elements

Cultural heritage runs through the knowledge system of cultural relics, combined with the systematic framework of ideological and political education, and systematically covers the curriculum teaching content from the perspective of ideological and political education. On the one hand, it is necessary to closely integrate the development context, disciplinary thinking mode, and value core of Chinese cultural heritage, systematically sort out typical sites, iconic relics, and demonstrative relics in the course content, and combine them with the application results of social value, to construct a related framework of "knowledge carrier - case support - value mapping". On the other hand, it is also necessary to accurately extract ideological and political education elements such as political identity orientation, patriotism, cultural confidence,

and professional ethics, so as to form an organic coupling with the curriculum content, which not only does not deviate from the disciplinary context, but also achieves a natural integration of value guidance.

2.4 Continuously Deepening and Optimizing the Ideological and Political Connotations of Cultural Heritage Through Meticulous Work

There is a must to fully realize the synergistic effect of "content mining" and "method innovation". "Content mining" needs to balance long-term and refined aspects. It should not only break through phased and superficial mining, but also focus on the richness and timeliness of cultural heritage. It should continuously follow up on new practices and cases in heritage protection and inheritance, expand the coverage dimensions of ideological and political elements, extend from the historical value of material heritage to the spirit of responsibility in contemporary protection practices, and expand from the traditional wisdom of intangible cultural heritage to the thinking of the times in innovative inheritance. "Method innovation" is committed to stimulating students' profound understanding of ideological and political elements through the intuitive and immersive experience of practical teaching, accurately analyzing the characteristics of cultural heritage, and refining the extraction logic of ideological and political elements based on the unique connotations of different types of heritage. By combining the above analysis with students' cognitive patterns, teachers can transform the grand value concept of Chinese cultural heritage into concrete and tangible cases, and enhance the effectiveness of education. It is necessary to maintaining the adherence to cultural roots while responding to the needs of the times, form a dynamic and comprehensive content system, and make the deep integration of ideological and political education and cultural heritage more targeted and infectious.

3. SETTING AND ACHIEVEMENT OF TEACHING OBJECTIVES

At present, cultural heritage research and practice in China are extensively and deeply studied from multiple disciplines such as archaeology, sociology, history, anthropology, economics, management, law, and art. "Archaeological sites are organic collections of ancient cultures, carrying history, depicting historical culture and its

evolution process, and have significant academic and social value."[5]

3.1 Deeply Understanding the Ideas of Excellent Traditional Chinese Culture

The primary goal of teaching is to analyze the current situation of cultural heritage protection in China through the curriculum, understand the valuable spiritual wealth under historical relics, and interpret their important cultural, artistic, historical, and scientific values. With the continuous development of technology, research on the application of digital technology has also provided a way to protect and display cultural heritage, fully reflecting its complexity and intersectionality. Therefore, to achieve the teaching goal of ideological and political education in the course of Chinese cultural heritage, education should guide students to deeply understand the ideological essence and era value of Chinese excellent traditional culture.

3.2 Strengthening Deep Recognition of the Party's Innovative Theories

The educational objectives for cultural heritage also require students to gain a profound understanding of its importance and significance. It is necessary to analyze the concept and classification of cultural heritage necessitates grasping its nature through multiple key elements such as value, form, time, and meaning. Students should be able to identify the concepts and connotations represented by terms like cultural property, cultural heritage, cultural resources, and cultural relic resources, as well as their interconnections and distinctions. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has placed high importance on cultural heritage protection. During his inspection of the Longmen Grottoes in Luoyang, Henan, he emphasized: "We must protect, preserve, and promote these treasures of Chinese culture." The newly revised Cultural Relics Protection Law focuses on comprehensively strengthening the systematic protection of cultural heritage, and includes "promoting the protection and inheritance of intangible cultural heritage" and "promoting the systematic protection of cultural heritage, enhancing the protection and utilization of cultural relics and intangible cultural heritage" in the "Government Work Report". The profound thinking and systematic consideration of how to better handle the relationship between tradition and

modernity, inheritance and development in the process of modernization, from protection and inheritance to systematic protection, enable students to enhance their political, ideological, and emotional identification with the Party's innovative theories, and strengthen their confidence in the path of socialism with Chinese characteristics, theory, system, and culture.

3.3 Inheriting the Spiritual Will of the Humanistic Literacy of the Chinese Cultural Context

The teaching objectives should also enable students to distinguish between cultural resources and cultural heritage. Teachers and students should understand the basic conditions and performance characteristics of cultural heritage as a cultural resource, analyze the resource attributes and environment of cultural heritage, understand the conditions for the transformation of heritage into resources, recognize the sustainability, depletion, and derivatization of cultural heritage resources, and grasp the correct methods and means of utilizing and developing cultural heritage resources. In the interpretation of the concept of cultural heritage resources, teachers should closely focus on strengthening students' ideals and beliefs, with love for the Party, patriotism, socialism, the people, and the collective as the main line, and optimize the supply of ideological and political content in the curriculum around political identity, patriotism, cultural literacy, constitutional and legal awareness, moral cultivation, and other key areas. Nancy Ovelar, Chairperson of the UNESCO Intangible Cultural Heritage Committee, stated that China has made significant efforts in protecting cultural heritage, setting an example for other countries. Cultural heritage consists of two parts: the first is the spiritual content that constitutes cultural heritage, and the second is the material carrier or medium that presents the spiritual content. In terms of intangible cultural heritage, China has a total of 44 projects listed in the UNESCO Intangible Cultural Heritage List and Register, ranking first in the world in terms of total number. Ovelar believes that "China has made a lot of efforts to protect cultural heritage, which is worth learning from by many countries." Therefore, it can cultivate students to have a deep understanding of the essence and value of the times of the Chinese excellent traditional culture, which emphasizes benevolence, people first, honesty, justice, harmony and harmony. At the same time, teachers should guide students to achieve the spiritual will to inherit

the traditional humanistic qualities and connotations of Chinese culture, rich in Chinese heart, full of Chinese emotions, and full of Chinese flavor.

Through the study of this course, students will gradually become familiar with the various attributes of cultural heritage, master various heritage protection procedures, and understand reasonable development and utilization methods based on their understanding of the basic content of movable and immovable tangible cultural heritage, intangible cultural heritage, and natural and cultural dual-heritage; In addition, through case analysis, course chapter summarization, and team collaboration training, students can enhance the ability to apply knowledge to analyze practical problems.

4. APPLICATIONS OF THE CONNOTATION OF IDEOLOGICAL AND POLITICAL ELEMENTS

The teaching content of the Chinese cultural heritage course is mainly based on "Introduction to Cultural Heritage", supplemented by two reference books on "Protection of Chinese Cultural Heritage" as course learning materials. In the first educational reform article of this course, "Trial Discussion on the Application of 'Splitting and Flipping' in the Curriculum Reform of Introduction to Cultural Heritage"[6], the teaching form of "Splitting and Flipping" was introduced into the course teaching to enhance classroom activity and stimulate students' subjective initiative. The practical application in the classroom has achieved good teaching results in practice. The key focus of this course's ideological and political education reform is to deeply explore the ideological and political elements in Chinese cultural heritage, rewrite the teaching syllabus, open up new teaching methods, repeatedly demonstrate the location of on-site teaching and course practice, and integrate ideological and political content into each teaching chapter, truly achieving a high degree of integration and inseparability with various knowledge points.

In the context of conveying ideological and political education, it is necessary to shape students' values education and tell good stories of Chinese culture. There is a must to adhere to the traditional Chinese educational spirit of "understanding the people's sentiments and nurturing their hearts", "Chinese history is the most glorious aspect of all human history, and only by looking at it in the

context of all human history can its brilliance be more vivid".[7] The course focuses on the study of cultural heritage, telling Chinese historical stories well and conducting case analysis through on-site physical observation and practice. The practical content includes telling the stories of excellent ancient Chinese architecture through typical protection cases of immovable cultural relics in the urban area of Xi'an, such as the Xi'an bell and drum, and the Ming city wall; Telling the story of the establishment process of "China" in the long river of history with the typical movable cultural relics of the Western Zhou Dynasty in Shaanxi, such as He Zun and Wall Plate; Protecting China's major city sites, Chang'an City of the Han and Tang dynasties, with large archaeological sites, telling the story of the responsibility and mission of ancient scholars to uphold and fulfill their duties; Telling the stories of historical events and the protection of revolutionary relics, such as the Xi'an Incident Memorial Hall and the Eighth Route Army Office, which are important revolutionary relics in modern times; With the Mausoleum of Qin Shi Huang and Terracotta Warriors, the Shaanxi World Heritage, and the Silk Road, telling a good story about the glory of ancient Chinese civilization and the feelings of family and country. The practice can truly achieve the goal of consciously promoting excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture.

The case analysis involves the distribution of various cultural heritages in Shaanxi and Xi'an regions, and analyzes the division of responsibilities and protection and utilization of cultural heritages by various levels of supervisory units. Teachers can analyze the spatial and temporal framework and current status of protection and utilization of cultural relics protection units at all levels and batches in Xi'an, Shaanxi Province, with a focus on a comprehensive analysis of the level, location, and relative chronological relationship of imperial tombs within Shaanxi Province; Taking important museums in Shaanxi as a case study, teachers can also analyze the themes and related business, audience groups, educational significance, and other issues of each museum's collection. It is necessary to transform dusty cultural relics resources into teaching and educational resources that prioritize people and take responsibility, emphasize the spirit of craftsmanship and professional ethics, and delve into the ideological and political education elements contained in ancient and revolutionary cultural relics.[8] Under the guidance of ideological and political education

in the curriculum, organizing cultural heritage and resources can better leverage their social value and role.

5. IMPLEMENTATION MEASURES FOR CURRICULUM TEACHING

The curriculum teaching of Chinese cultural heritage emphasizes the combination of theory and practice. The theoretical part mainly constructs students' concepts and nature distinctions of various cultural heritages. This part focuses on classroom teaching and emphasizes the imparting of knowledge. The practical part consists of two parts: on-site teaching and practical teaching, mainly focusing on outdoor practice at cultural heritage sites, deepening students' political and cultural ideas, aesthetic and emotional concepts, moral and professional qualities, and practical and professional abilities. Therefore, how to organize outdoor teaching well and achieve high-quality integration and comprehensive coverage of ideological and political elements is the key to carrying out the teaching of this course. It mainly involves the following three aspects.

Firstly, cultural relics agencies and units should lead the way in delivering the first lesson of the school year. In the first lesson of this course, the school invites leaders and experts from Shaanxi Provincial Cultural Relics Bureau to give a lecture to guide students to deeply understand and consciously practice the professional spirit and norms of the cultural relics industry, enhance their sense of professional responsibility, cultivate the professional character and behavior habits of abiding by laws and regulations, loving their job, selfless dedication, honesty and trustworthiness, fairness in handling affairs, and innovation.

The second is to construct a basic understanding of cultural heritage in classroom theoretical teaching. Teachers use multimedia classroom teaching to provide students with a basic understanding and theory of Chinese cultural heritage through teaching, analysis, demonstration, and other methods, strengthen students' ideals and beliefs, cultivate patriotism, enhance their moral cultivation, broaden their knowledge and perspectives, cultivate a spirit of struggle, and improve their overall quality.

The third is to do a good job in ideological and political education through on-site teaching and outdoor practice. It is necessary to classify the cultural heritage of Xi'an region into ancient sites,

museums, imperial tombs, ancient buildings, etc. Invite industry experts to conduct on-site teaching and explanation of the sites and museums, including Lantian Ape Man, Banpo, Zhouyuan, Fenghao, Han Chang'an City, Daming Palace, Qujiang Pool, Xingqing Palace, Anrenfang Site, etc. Museums include Shaanxi History Museum, Stele Forest, Western History Museum, Shaanxi Examination Museum, Baoji Bronze Museum, etc. In terms of outdoor practice, the main focus is on imperial tombs and ancient buildings within Shaanxi Province, including the Qin Mausoleum, Qin Ershi Mausoleum, Hanyang Mausoleum, Zhaoling Mausoleum, Qianling Mausoleum, etc. In terms of ancient buildings, there are large and small Yan Pagodas, Bell and Drum Towers, Ming City Walls, etc. The ideological and political education elements contained in various cultural heritages are beneficial for value recognition and ability cultivation.[9] There is a must to deeply explore and extract the ideological value and spiritual connotation contained in the professional knowledge system, scientifically and reasonably expand the breadth, depth, and temperature of professional courses, and increase the knowledge and humanity of the courses from the perspectives of the majors, industries, countries, international, cultural, and historical aspects involved, enhancing their leadership, timeliness, and openness.

The focus of the ideological and political education reform process in this course is on on-site teaching and outdoor practice. More than ten industry experts were invited to the course, and through the hard work of industry witnesses in the cultural heritage cause, they inspired and inspired Shaanxi Province's cultural heritage students to devote themselves to the cultural heritage cause, thereby firmly establishing a student-centered and talent cultivation oriented training system jointly built by universities and industry units, striving to achieve high-level teaching, improve the ideological and political education system, teaching system, and content system of the curriculum training objectives.

6. CONCLUSION

As a core compulsory course in the field of cultural relics and museum studies, "Chinese Cultural Heritage" has undergone three rounds of ideological and political teaching reforms and has formed a systematic practical path with significant results. By constructing a four-dimensional framework of "cognitive foundation - deep

exploration of elements - comprehensive coverage - deepening refinement", the deep integration of ideological and political connotations with professional teaching can be achieved. By strengthening ideological and political literacy to establish a solid foundation for leadership, teachers should accurately extract elements such as political identity and cultural confidence from both tangible and intangible cultural heritage. Through the process of "knowledge carrier - case support - value mapping," teachers can achieve full curriculum coverage of ideological and political elements. At the same time, teachers should dynamically follow up on innovative practices in cultural heritage protection to continuously optimize the ideological and political content of the curriculum. In terms of course teaching objectives, teachers should focus on the three-level progressive measures, which not only solidify students' professional understanding of the concept, attributes, and protection methods of cultural heritage, but also strengthen their theoretical identification with the Party through interpreting the value of cultural heritage, strengthen the "four confidences", achieve the inheritance of Chinese cultural heritage and the cultivation of cultural consciousness among students, and form a coordinated cultivation of professional abilities and values.

The course adopts a dual track teaching mode of "theory + practice", strengthens the proportion of outdoor practice, introduces industry experts and scholars for on-site teaching, and jointly promotes the implementation and landing of ideological and political education. Theoretical teaching is based on "Introduction to Cultural Heritage" and other materials. Through classroom teaching, a systematic understanding is constructed, and historical stories are told well with practical cases to highlight the contemporary value of heritage. The practical session highlights industry linkage and on-site teaching, inviting experts to start the first lesson of the school year to cultivate professional spirit, organizing students to carry out outdoor practice at various cultural heritage sites, inheriting the red genes through revolutionary relics, and relying on museum clusters to analyze the educational significance of collections. The innovative teaching mode of "ideological and political education as the foundation + expert guidance + classroom teaching + on-site learning" has been launched, which not only leverages the advantages of regional cultural heritage resources, but also achieves the organic integration of ideological and political elements with professional

practice. At the same time, it enhances students' ability to analyze and solve practical problems, better cultivates students' cultural mission and professional responsibility, and provides a replicable curriculum ideological and political practice paradigm for the cultivation of cultural and museum talents.

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