

An Analysis of the Core Meaning and the Triple Construction Path of Life-oriented Ideological and Political Theory Class

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ABSTRACT

The ideological and political theory course is a key course to implement the fundamental task of building moral character. "Civics should not only be taught in the classroom, but also in social life" is an important guideline for running a good Civics course as well as reforming and innovating Civics courses. To understand the core meaning of "living" of the Civics class and to clarify its triple construction path (classroom and society, theory and practice, explicit and implicit synergy) is an inevitable requirement for a good Civics class at present.

Keywords: *Civics class, Living, Core meaning, Construction path.*

1. INTRODUCTION

Education is related to the development and future of the country, nation and society. As a key course to ensure education performs its fundamental mission of cultivating virtue, the ideological and political theory course assumes the major mission of casting the soul and educating people whilst playing an irreplaceable and significant role in education. Since the 18th CPC National Congress, the General Secretary Xi Jinping has delivered a series of important speeches and made major plans around the ideological and political work of colleges and universities. As early as 2014, the General Secretary Xi Jinping pointed out that "for a value to actually work, it must be integrated into social life." [1] During the Two Sessions in 2021, General Secretary Xi Jinping made it clear that "ideological and political theory courses should not only be taught in the classroom, but also in social life." [2] General Secretary Xi Jinping's important speech emphasized the importance of the Ideological and Political Theory Class life-oriented, reflecting the CPC Party's educational policy of linking theory with practice, opening the mind of keeping the Civics course correct and innovative. In doing so, greatly expanding the vision of the reform and development of the Civics course by pointing out

the direction for the further running the Civics course and its continuation of deepening reform and innovation of the Civics course in the new era. To implement General Secretary Xi Jinping's important instructions, we should understand the core meaning of the life-oriented Ideological and Political Theory Class life-oriented and clarify its construction path, so as to promote the real implementation of this concept in the teaching of Civics course and promote it in a solid manner.

2. THE CORE MEANING OF LIFE-ORIENTED IDEOLOGICAL AND POLITICAL THEORY CLASS

Why do we need to make Civics classes "come to life"? How to make Civics "come to life"? The core meaning of "living" in Civics is the prerequisite and basis for the practical promotion of the concept.

First of all, in order to scientifically and accurately grasp the core meaning of Civics "living", We should start with the real dilemma it faces. Whether it is a profound understanding of Civics "living" at the theoretical level, or steadily promoting Civics "living" at the practical level, it's necessary to clearly grasp the problems of the current living of civics class. If it is treated only as

a concept, it is bound to weaken the relevance and effectiveness of the teaching reform of the Civics class. Engels wrote in the preface to the German edition of *Socialism: Utopian and Scientific*: "How can such a work, which is first of all purely academic, be applied to direct propaganda? What modifications in form and content are necessary?"[3] Therefore, these two questions are ones that must be faced and answered in the current reform and development of Civics. Undeniably, under the correct leadership of the CPC and with the joint exploration and efforts of schools and Civics teachers, the Civics teaching reform has seen significant improvement, gaining the genuine affirmation and love of students and meeting the expectations and requirements of the Party Central Committee To a certain extent.

However, we should also take an objective view of the current dilemma and problems faced by the Civics class. To this end, we have conducted a questionnaire on the "living" of the Civic Science class. The questionnaire was conducted mainly in Jilin Province, involving 507 students in 14 provinces, cities and autonomous regions, including Heilongjiang Province, Shandong Province, Jiangxi Province, and Beijing City. According to the questionnaire, 23.8% of students think that the current teaching philosophies of Civics is not in line with students' internal needs. It also showcased that 33.3% of students was under the impression that the teaching content is largely detached from students' learning and life reality, whilst 8% of students suggest that the Civics class they have studied lacks practical teaching links. 36.7% of students reflect that they can occasionally or never feel the companionship of Civics class in their daily lives. In terms of teaching suggestions, 73.9% of students think that Civics should be "closer to the students' learning and lived reality", 86.9% of students say that Civics should "pay more attention to social hotspots", and 56% of students suggest that Civics should be "integrated into class meetings and campus cultural activities". From the results of the survey, it is clear that the current combination of Civics and social life sufficient and is not balanced with students' growth needs and expectations. It is necessary to further examine the relationship between Civics and social life whilst providing effective supply for students' growth needs.

Secondly, to grasp the core meaning scientifically and accurately of Civics, the concept of "living" should also be seen from the perspective of historical tradition of our party. The CPC has

always remained committed to interpreting theory into practice. In 1957, Mao Zedong pointed out at the symposium on general education that "political courses should be practical, lively and interesting, not dogmatic". [4] Deng Xiaoping also paid much attention to the need for education to relate theory to practice, stating, "Ultimately, convincing people who do not believe in socialism depends on our development." [4] "The general development over the years has been good students can come home during vacation and see that life at their homes has really changed, and their parents have to give them lessons." [4] Although the leader's words are simple, but emphasis on the same issue - ideological and political education must be closely linked to social development and real life. In the new era, General Secretary Xi Jinping also pays attention to the practical nature of the Civics course, repeatedly emphasizing that more reading "books with words" and more reading "books without words", encouraging young students to focus on learning life experience and social knowledge, emphasizing that the Civics course should adhere to the integration of theory and practice. "The Education Law of the People's Republic of China, as amended in 2021, clearly states in its general provisions that "education must be combined with productive labor and social practice". [5] In 2021, on the occasion of the 100th anniversary of the founding of the Communist Party of China, the Central Committee of the Communist Party of China and the State Council issued the Opinions on Strengthening and Improving Ideological and Political Work in a New Era, stating that "ideological and political work should really penetrate into the production and life of the masses". [6] From a series of important speeches made by leaders to the relevant laws and regulations issued by the state and the central government, it is easy to see that the close combination of ideological and political education has with production and life of society is the consistent style of our party. At present, the teaching of Civics class to carry forward this fine tradition, based on the new era, so that the teaching of Civics class in the "life" to truly play a key role in the establishment of moral education.

Combined with the current real-life dilemma of the Civic Studies course, the Party's tradition of theory and practical education, the relevant documents issued by the Party Central Committee and the important speeches and instructions of General Secretary Xi Jinping as a guide, The definition of Civic Studies course "life" can be as

follows: the teaching of Civics and Political Science should be rooted in the living world, with the people in the real world as the main body and the students as the center, so as to make the teaching objectives of Civics and Political Science close to life, the teaching content derived from life, the teaching methods integrated into life, and the teaching field broadened to life. It can not only introduce the rich educational resources of social life, but also, motivate students to explore the outside world, integrating the "small classroom of Civics" into the "big classroom of society". By doing so, the teaching philosophy and teaching mode of combining theory and practice can be realized effectively.

3. THE IDEOLOGICAL AND POLITICAL THEORY CLASS "LIVING" CONSTRUCTION PATH

Based on grasping the core meaning of Civics "living", we also need to further clarify the construction path of Civics "living". Lectures that are detached from social life will inevitably lead to the formalization and symbolization of teaching, and such courses will not be powerful and effective in shaping the character, conduct and taste of students. The teachers of the Civics course should solve problems of detachment between teaching and real social life in their teaching activities, in order to make the Civics course really speak to the hearts of students which will result in implementing student action.

3.1 The Connection of Classroom and Society: Realizing "Living" Situations in Classroom Teaching

We should be good at introducing the vivid materials of social life into classroom teaching and realize the coherence between classroom and social life. First of all, the introduction of vivid materials in social life into classroom teaching is an inevitable requirement for the transformation of the teaching material system into a teaching system. The teaching content of the Civics class is extremely extensive and it can be said to take the form of a "knowledge lecture hall" that integrates the knowledge of various disciplines. In recent years, the teaching materials of Civics and Political Science courses have been revised several times and updated in a timely manner so that the latest achievements of the Party's theoretical innovation and leadership as well as the latest practice of socialism combined with Chinese characteristics

can be reflected through the teaching materials to the greatest extent. However, the textbooks themselves are limited in volume and need time to be updated and published, so they cannot ensure that all the rich social life can be incorporated within it at all times. This requires teachers to consider in depth how to better transform the textbook system into a teaching system when preparing lessons. General Secretary Xi Jinping pointed out that "Civics classes cannot be read out with documents, lifeless and dry".[2] Teachers want to give a good lesson, they should neither read item by item from the files nor the books. The textbook provides the fundamental follow, so following the textbook is not the same as reading from the book. Teachers should take the textbook as the fundamental thread, and timely absorb the rich material in social life, so as to build a bridge between the classroom and society. Moreover, in today's world, with the rapid spread of the Internet and the rapid development of self-media, the spread of Western values has become more complex and invisible than ever before, and young people's value choices have become more diverse, so values education faces multiple challenges. Human consciousness is not created out of thin air, and students' confusion about values also comes from their social background and the real problems they encounter in social practice. According to the questionnaire of "living" Civics class, the feedback suggestions from college students for improving the teaching of Civics class in colleges and universities are "answering the real-life problems that students are concerned about" and "being closer to students' learning life". "The two aspects are more than 70% of the students put forward, ranking the top. This suggests that we need to dare to face and solve real-life problems, and students' life confusion. In terms of teaching, it is necessary to be closer to social life so as to enhance the effectiveness of the Civics class in its mission to solve doubts and confusion. Simultaneously, increasing the students' recognition and love of Civics class.

How to make the classroom and society coherent, in the classroom teaching to achieve "life" of the context of reproduction? One, drawing on life resources into teaching content, so that the Civics class "grounded". The teaching object of Civics is students, but students are not abstract beings. They live in the concrete social life. As Marx's classic assertion that "the essence of man is not an abstraction inherent in a single person, in its reality, it is the sum of all social relations". [7] This assertion is concerned with the reality, the concrete

person. Therefore, the teaching of Civics should start from the reality of social life in which students live, pay attention to the characteristics of the times in which students live, and create social reality situations that students can perceive, know and even experience, so that students feel that Civics is not high up, unreachable, but around. Some scholars who have studied contextual theory suggest that "the interaction between the individual and the environment is a necessary way to form competence and socialization".[8] The real environment in which Chinese young people are living is the overall situation of the great rejuvenation strategy of the Chinese nation and the unprecedented changes in the world in the past century. General Secretary Xi Jinping pointed out, "To run a good Civics course, we must inspect it within the context of the world's unprecedented changes and the overall development of the Party and the state."[9] Civics courses must be "open to the school", facing the reality of society and grasping the pulse of the times. To be looked at from a global perspective under international comparison and from great achievements made by the party leadership for the people to explore teaching resources. Especially the vivid examples of the completion of a moderately prosperous society, and epidemic prevention and control, as well as holding the Winter Olympics, earthquake relief, fighting fires, typhoon prevention. Each national event, social hot spots can be a vivid material for the Civics class. These visible, touchable, and perceptible "side events" are widely collected and transformed, and further incorporated into the course design and implementation to achieve effective supply. This enhances the sense of reality and vitality of the Civics course whilst enhancing students' identification with ideology and theory and then transforms it into action consciousness by arousing their emotional resonance. Second, the use of lifestyle to enrich teaching methods, so that the Civics class "interesting". General Secretary Xi Jinping stressed that "the essence of the Civics course is to reason, pay attention to the ways and means" "the textbook gives the basic conclusions and brief explanation of teaching, to make different types of students love to listen, learn and comprehend requires a lot of creative work". [9] It is undeniable that politics is the essential attribute of the Civics class, and a good Civics class must be flagrantly political and must propagate the party's line, guidelines and policies. However, this kind of political talk publicity, should not be rigidly, dry publicity, "take the document to read", but to focus on what

students think about social life, and to teach them through a more enjoyable, more acceptable, more effective method of values education. It is a key to do a good Civics class The, so that the "meaningful" class such as Civics, become "interesting", from the "internal class" into the "popular class". To this end, teachers should be carefully designed according to the teaching content, using case-based teaching, participatory teaching, inquiry-based teaching, discussion-based teaching and other ways, so that teachers and students, students and students through life-style interaction to complete the teaching. Not only does it ensure the attendance rate of students, but also enhances the heads-up rate of students. Improving the participation of students and increasing the sense of acquisition of students. Particular attention should be paid to the use of modern new media technology as the learning of contemporary college students is deeply influenced by the Internet, and new media has become a part of students' daily life. Teachers should give full play to the role of new media in influencing the learning and thinking habits of college students and rely on modern information technology so that it can provide students with sufficient information resources through network teaching platform, achieve good teacher-student interaction, and then effectively extend the teaching space of traditional Civics class to achieve the "unity of indoctrination and inspiration". Third, the inclusion of community members to expand the faculty, making the Civics class "more real". The main purpose of Civics is to educate young students on values, in addition to Civics teachers to transmit theoretical knowledge, ideology and morality to strengthen the value of leadership, if complemented by exemplary teaching, the effectiveness of education will be more significant. Based on social life, "Civics" should be oriented to social space, fully absorbing social forces whilst expanding the form of leadership in teaching. At this time the teaching leadership of the Civics class is no longer confined to specific personnel, party and government cadres, school leaders, national artisans, model workers, social elite, industry leaders, good people around, youth role models and other typical figures. With exemplary effect, nurturing effect can be included in the Civics classroom, become Civics teachers. In August 2022, the Ministry of Education and other nine departments issued the *work plan for comprehensively promoting the construction of the "Great Civics Course*, in which the notice is required to establish a system of special professors and part-time teachers for the Civics Course and to

select and recruit outstanding social figures "to join the teaching team of Civics Course and teach Civics Course". [10] It is important to note here that the participation of members of the community in teaching reflects the social implications of Civics and Political Science classes, but this participation cannot be an unprincipled generalization of the teaching staff, but rather an establishment of the social articulation mechanism of the curriculum. According to the syllabus, teaching content should choose the right personnel to ensure that the lecturers can teach the topics they are good at, and to do a good job of teaching design, through their personal experience and achieve the effect of the present. We should not only expand the teaching teams, but also ensure the quality of them.

3.2 Bridging Theory and Practice: Realizing the Spatial Transformation of "Living" in Practical Teaching

To excel in making the Civics class integrate with the broad world of society is to realize the theory into practice. One of the distinctive features of the Civics course is practical. General Secretary Xi Jinping pointed out that the Civics course should "adhere to the unity of theory and practice" "to attach great importance to the practical nature of the Civics course, the Civics small classroom and the social classroom combined." [11] Theoretical understanding comes from practice, knowledge of teaching materials from life, human growth and development also need to be enhanced in practice. However, in the current teaching of Civics class is faced with such a real dilemma. For one thing, we must admit that theory is a guide for action, and there is no correct action without correct theory. Thus, it is necessary to teach relevant theory to youth. However, the traditional teaching of Civics is limited by space, most of which is conducted in the school classroom, which makes some teachers tend to focus only on theoretical teaching, ignoring the practical character of Civics. As a result people have formed a Civics is pure theory, the study of the book in the prejudice. Second, dialectical materialism epistemology that "social life is essentially practical", [12] the purpose of understanding the world is to transform it, and the significance of acquiring theory is to guide practice. In this regard, General Secretary Xi Jinping graphically pointed out that "it is necessary to follow the laws that have been recognized, and then deepen the understanding of the laws in practice, instead of stepping on the watermelon rind and sliding to where it counts." [13] Nevertheless, the

focus is on systematic theoretical teaching, and the post-course examination is based on the degree of knowledge mastery. The result is that, on the one hand, students have mastered the "already known laws", but their understanding is still at the stage of rational understanding, lacking the "deeper understanding of the laws in practice", and not forming a complete closed loop of understanding process. On the other hand, students only focus on theoretical mastery, knowledge memorization with no theory to guide the process of practice, thus lacking alive reality experience. Students learned knowledge has become a "pavilion in the air", teaching objectives deviated from the original ideology of the Civic and Political Science class to build people. It is difficult to consider whether students have really established Marxist beliefs and whether they have really mastered the methods of theory-guided practice.

In what ways can we make the theory and practice dovetail, in the practical teaching achieve the "living" space conversion? General Secretary Xi Jinping pointed out: "Civics should not only be taught in the classroom, but also in social life." [2] This means that, on the one hand, the vivid social life should become the source of the teaching content of the Civics class, that is to introduce social life to the teaching; on the other hand, the vast social world should also become the grand space for teaching Civics class, that means, for social life "go out On the other hand, the broad social world should also become a grand space for teaching Civics courses, that is, "going out" for social life. This requires the "construction of practical teaching work system" [10] to strictly implement the practical teaching of Civics and Political Science courses as well as organize and carry out diversified practical teaching activities in line with the characteristics of the course. We should also promote the interface between theory and practice, and fully gain access to practical resources in the face of society and practice. For one thing, we have the relics and old sites and cultural museums that carry the excellent Chinese culture, reflect the Party's struggle, and show the material achievements and civilizational fruits of socialist development with Chinese characteristics, thus all of these can become adequate spaces for practical teaching. These social practice resources have strong field, perceptibility, and infectious power. Schools can choose the places that can reflect the characteristics of our school and establish various kinds of practical teaching bases through long-term cooperation mechanisms, and

teachers can lead students into social life in an organized manner to carry out practical teaching activities, enhance the perceptibility and credibility of the "Four Matters of Confidence (confidence in the socialist path, theory, system and its culture)" in the social life realities, and then enhance the degree of identification, and inspire students to In order to strengthen the sense of responsibility and mission to build the motherland, revitalize the nation, serve the people and contribute to the society. It should be noted that the teaching design should be satisfactorily completed before the practical teaching, the safety of students should be ensured during the practical teaching, and the results and experiences should be summarized after the practical teaching so that the practical teaching can really become an effective supplement to the classroom theoretical teaching and make the two complement each other. Secondly, we should establish multiple channels for social practice and encourage students to get out of the "ivory tower" of the classroom and enter the "testing ground" of social life. All departments of the school should cooperate with the society, and according to the study contents of different grades and the professional characteristics of different departments. They should make use of enterprises and communities to set up various platforms for students' social practice, such as organizing students to participate in "three rural areas", red study, winter and summer social practice, love teaching, volunteer service and other activities to promote school and society image, presenting the school and society to be connected. We use social life as a "mobile classroom" and turn social practice into a "real classroom". Through participation in the vivid social life, students are guided to enhance their abilities and skills, foster their theoretical identity, deepen their theoretical knowledge and cultivate their sentiments ideals and beliefs in the social practice. By participating in the hot social practice, students can understand the national conditions and needs of the people, grasp the pulse of the times, cultivate patriotic feelings, clarify their responsibilities, and inspire their power to advance.

3.3 *Explicit and Implicit Synergy: Realizing the Intangible Inculcation of "Living" in Daily Life*

We should be proficient at teaching "Civics" in daily life and realize the synergy between explicit and implicit education. Ideological and political education has a variety of education and teaching forms, of which explicit education and implicit

education are two basic forms. Explicit education generally refers to regular and organized classroom education, such as classroom teaching, special lectures, academic reports, etc.in the college Civic and Political Science course. Implicit education, which is the opposite of explicit education, is also an irreplaceable part of the college Civics class. It generally refers to the way and process of using indirect means to guide the educated to get inspiration and education without awareness. By comparing the two, we can find that, in terms of characteristics, the content of explicit education has a strong explicit, more direct and open education; while the content of implicit education has a strong permeability, the form of education is more indirect and hidden. From the perspective of the relationship between the two, explicit education and implicit education are like two sides of education: independent from each other but complementary to each other. The educational objectives of both are homogeneous namely, they are to carry out the fundamental task of establishing moral education; the educational functions are complementary, the long-term uninterrupted nature and compulsory indoctrination of explicit education tend to make students tired of the teaching contents and even easily cause rebelliousness, while the indirectness and flexibility of implicit education make the educated accept the educational contents unconsciously, which is more easily accepted by students. "Although the ideological and moral development of human beings is concerned with the spiritual world of human beings, it is not just abstract thinking and discernment that stays in the subjective domain of human beings, but is expressed as a practical activity in which various social forces participate collaboratively, implemented in the concrete network of social relations and with the help of diverse social conditions." [14] From the history of the development of ideological and political education in China, explicit education has always been in the dominant position of the education system. If explicit education in the classroom through conventional teaching means is the main channel, it is necessary to open up several micro-circuits to effectively improve the effectiveness of education. As General Secretary Xi Jinping requested, to promote the reform and innovation of the Civics course should "adhere to the unity of explicit education and implicit education". The Civics course is to do the work of young students' minds. People's minds are very different, and the acceptance and the recognition of values are a long-term process. This feature of the Civics course

decided its working methods are necessarily meticulous and all-round. This requires us to deeply understand General Secretary Xi Jinping's instructions by grasping the dialectical relationship between explicit and implicit education and unify the two in the teaching practice of Civics and Political Science classes. On the one hand, continue to play the leading role of explicit education. On the other hand, to expand the scope of work of the Civics class into social life whilst fully exploring the implicit educational factors. In other words, adhere to the explicit education and implicit education in parallel, so that the Civics class both "shocking sound", but also "silent effect".[9]

How to realize the combination of explicit and implicit, and realize the intangible inculcation of "living" in daily life? The "living" perspective of Civics has overflowed from the scope of traditional Civics classes. The traditional teaching of Civics is a state-mandated curriculum, mostly confined to the school classroom, with a prescribed time and classroom, clear objectives and content, and established lesson plans and teaching methods. This belongs to the explicit and centralized teaching of Civics and Political Science. In contrast, Civic Studies under the "living" perspective is a form of Civic Studies that expands into the realm of life on the basis of state-mandated Civic Studies, which is no longer confined to the school classroom and textbook knowledge but is fully integrated with social life through diverse living conditions. To expand the micro-circulation of implicit education, Civics has great potential. Essentially, the Civics class extends to campus culture construction. The formation of young students' scientific values and the progress of their ideological and moral level cannot be achieved without the inculcation of a good cultural environment for ideological and political education. We need to give full play to the role of campus culture penetration. "Every wall of a good school can speak" is an illustration of the implicit educational function played by infrastructure construction on campus. In addition, a rigorous and positive school culture, healthy campus cultural activities can play a "plum does not say that the next self-made" role. Secondly, the Civics class to the network space extension. At present, the high coverage and utilization rate of the network platform provides a new platform for implicit education, and also provides a new means of communication between teachers and students. The construction of the network platform can make up for the shortage of explicit education. Students can learn about national events and watch the

public micro-push of the school college at any time through the network, and teachers can also answer questions for students in class as well as promote the latest achievements of Marxism and sinicization in their daily lives. Schools should strengthen the excavation of network resources, fully take advantage of the convenience of the Internet to innovate and improve the implicit education, and promote the teaching system of Civics and Political Science class from flat to three-dimensional. Thirdly, the Civics class extends to student party and group activities. Schools can develop relevant systems, give certain policy support, material and spiritual rewards, fully mobilize the enthusiasm and initiative of the teachers of Civics and Political Science to educate people, and take activities such as party and group activity days, Civics and Political Science lectures by college students, new students' entrance education, party history and party building knowledge contest as carriers to guide students to read original works, learn party history, do counseling, carry out discussions, understand the history of the school and learn about socialist culture with Chinese characteristics, etc. Extend the Civics class to students' extra-curricular learning field, and strongly promote the cultivation of people outside the Civics class.

As reforms in education deepen, the majority of educators have a formidable task yet shoulder great responsibility.

4. CONCLUSION

Under the perspective of "living", the teaching of Civics should take on social life as the source of living water, the vivid materials in social life into the classroom teaching, to achieve the "living" context reproduction; to social life as the stage, so that Civics class back to social life. We should take social life as the stage, so that the Civics class can return to the wide world of social life and realize the spatial transformation of "living"; we should take social life as the mother nature and teach "Civics class" in daily life to realize the invisible inculcation of "living". It is also necessary to take the social life as the mother nature, teach the "Civic Science Course" in daily life, realize the intangible inculcation of "life", and really care about the real needs of students, making the Civic Science Course "deep, thorough, and live" in the social life, and training a batch of new people of the times who take up the great responsibility of national rejuvenation for our Party, the country and the nation.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Qidi Zhao.

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