

Original Paper

Study on the Integration of Curriculum Ideology and Politics into Geography Classroom Teaching in High School

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Abstract

In the context of the implementation of the fundamental task of making people moral, the implementation of curriculum ideology and politics has become an inevitable trend of educational reform and development. In order to implement General Secretary's instruction that "all courses should be based on morality and provide courses that serve students' growth and success", this study analyzes the connotation, value orientation and practice path of curriculum ideology and politics, combines the characteristics of geography, and mines out the rich elements of curriculum ideology and politics in the teaching of geography in high school and proposes the application strategies. This study analyzes the meaning, value orientation and practice path of curriculum ideology and politics.

Keywords

Curriculum Ideology and Politics, High School Geography, Regional economic development

1. Introduction

The Ministry of Education pointed out in 2019 in the Guiding Opinions on Strengthening the Construction of Ideological and Political Courses in Ordinary High Schools in the New Era that "we should adhere to the fundamental principle of establishing morality, and run ideological and political work through the whole process of education and teaching and in all links, so as to realize all-round and all-encompassing education, and make all kinds of courses go in the same direction as ideological

and political theory courses, and form a synergistic effect”. The discipline of geography, with the nature of both natural sciences and humanities, contains rich educational resources for political thinking and has unique advantages in the course of political thinking (Zheng & Yang, 2023). Curriculum ideology and political teaching in high school geography course is a brand new teaching method under the background of education in the new era, which can strengthen the patriotism education, socialist core values education as well as the education of Chinese excellent traditional culture for students while imparting knowledge, and enhance students' patriotic consciousness and family and national sentiments.

In this paper, from the perspective of curriculum ideology and politics, we mainly use literature research method and interview method to understand the cognition and views of high school geography teachers on “curriculum ideology and politics” of geography, and analyze the ideological and political elements of high school geography teaching materials, and conduct a research on mining and application of the elements of the module content of “regional economic development”. The purpose of this study is to explore in depth the exploration and application of ideological and political education elements in the high school geography curriculum, in order to promote teachers to fully integrate the concept of curriculum ideology and politics in the process of geography teaching, to build an educational environment with full participation, and to enhance the teachers' ability to excavate the elements of curriculum ideology and politics, plan the contents of ideology and politics teaching, and implement the teaching of curriculum ideology and politics, so as to effectively enhance the students' political literacy and comprehensive ability.

2. Concepts and Connotations of the Curriculum Ideological and Politics

2.1 Concept of the Curriculum Ideological and Politics

The concept of “Curriculum and Political Elements” was first proposed in the Specification for Curriculum and Political Work of Higher Education Institutions (for Trial Implementation) issued by the Ministry of Education (MOE) in April 2017, which contains eight specific aspects, including: Marxist Theory, National and International Security, National Economic Development Strategies, National Situation and National Policies, National Pride, and Cultural Self-Confidence, Socialist Core Values, World and Equality. The “Curriculum and Political Elements” is a further refinement of the “Curriculum and Political Elements”, which more specifically and comprehensively reflects the unique nurturing value of the discipline of geography, and provides a path to choose for the implementation of the fundamental task of cultivating morality and nurturing people.

Curriculum ideological and politics is proposed in the context of deepening the fundamental task of establishing moral education, the essence of which is to integrate ideological and political education into the teaching of all disciplines, and to realize the organic fusion of professional education and ideological and political education through political orientation, value orientation, knowledge impartation and ability cultivation.

2.2 Connotation of the Curriculum Ideological and Politics

2.2.1 Feelings of Family and Country

The Feelings of family and country from the traditional Chinese allusion: “Cultivate one's self, align one's family, rule the country, and pacify the world”. In 2014, General Secretary, in his speech at a symposium for teachers and students at Peking University, advocated that young people should “realize knowledge through material things, be sincere and upright, cultivate themselves and their families, and govern the country and the world”, and has repeatedly advocated that society as a whole should vigorously promote a sense of family and nationhood. Feelings of family and country is a traditional virtue of the Chinese nation, representing the Chinese people's sense of responsibility and mission towards their motherland and people. Young people are the main force of the country's future, and the integration of elements of national sentiment into geography teaching can inspire students' patriotic passion and self-improvement, encourage them to bear the responsibility of the times, and integrate their personal dreams into the country's prosperity and national rejuvenation.

2.2.2 Ecological Civilization Concept

Since the concept of ecological civilization of “green mountains are golden mountains” was put forward, the conceptual system of ecological civilization has been continuously improved, and has gradually become the dominant concept of today's social development. In this context, the discipline of geography provides the most geographically distinctive elements of curriculum ideology and politics, and becomes a “fertile ground” for cultivating students' concept of ecological civilization. High school geography textbooks contain a large number of explicit and implicit knowledge of ecological civilization, including pictures, activities, cases and self-study windows, etc. Geography teachers can run through the concept of ecological civilization through different means of teaching the elements of the concept of teaching, fully reflecting the value of geography as a human being, and is committed to fostering the students to correctly view, analyze, and solve the relationship between human beings and nature and problems of the human-earth coordination view.

2.2.3 The Scientific Spirit

Students' scientific spirit, such as questioning for truth and exploration, as well as their ability to think comprehensively and practice geography, are particularly beneficial to the geography curriculum. At the same time, these qualities also enhance students' courage and strength to face the new challenges of the new era and inject new vitality into China's scientific and technological power. The knowledge of geography subject contains both natural science and humanities general knowledge, and contains rich and diverse materials for thinking and politics. In the teaching process, teachers can encourage students to independently analyze the problem, the courage to ask questions, repeated thinking, subconsciously stimulate students to question the truth, the courage to explore the spirit, exercise the students' thinking ability, to achieve the spirit of science, “silent” type of training.

3. Problems and Optimization Strategies of Integrating Curriculum ideological and politics into High School Geography Classroom

3.1 Problems

3.1.1 Teachers do not Know Enough about the Concept of Curriculum Ideological and Political Education

High school geography teachers in the daily teaching process, there is the phenomenon of emphasizing the teaching of subject knowledge, the lack of sufficient attention to the excavation of the elements of the course of the ideological and political, teachers in the teaching process of the phenomenon of emphasis on “teaching” and light on “educating people” is widespread, resulting in the classroom to emphasize the cultivation of professional knowledge and skills, ignoring the cultivation of students' ideological and moral qualities. Emphasis on the cultivation of professional knowledge and skills, ignoring the cultivation of students' ideological and moral quality (Wang, 2020). The current social requirements for teachers are not only solid professional knowledge and skills, but also a deep cultural heritage and a high level of ideological and moral standards.

3.1.2 Poor Quality of Curriculum Ideological and Politics Elements Tapped by Teachers

At present, most teachers simply extract the elements of ideology and politics from the textbooks without conducting in-depth research on the elements of ideology and politics in the curriculum, only copying the ideological and political content of the textbooks or expanding the breadth and depth of the elements of ideology and politics in the curriculum on the basis of the textbooks, and not combining them with the content of the geography curriculum. The fundamental task of “cultivating morality and nurturing people” has not been integrated into the teaching in a practical way, and it is impossible to realize the all-round function of nurturing people.

In the course of regional economic development, regional economic development is characterized by comprehensiveness, wholeness and dynamics, therefore, teachers should analyze the current situation of China's regional economic development and a series of problems brought about by regional economic development by tapping into the comprehensive features of regional economic development and the concept of sustainable development according to local conditions, so as to guide the students to set up a correct view of development.

3.1.3 Teachers' Single Teaching Methodology and Lack of Effective Instructional Design

On the one hand, the students' learning mode is relatively single, many teachers lack in-depth excavation of the Civic-Political elements in the teaching materials and cannot apply them flexibly; on the other hand, there is a lack of innovation in teaching methodology, and most of the teachers' classroom design is mainly based on lectures, and the combination of the course's Civic-Political elements with the specific geographic knowledge is still relatively rare.

In addition, many teachers lack effective guidance in teaching design when mining the Civics elements of the curriculum in geography teaching, some teachers lack the depth and breadth of mining the Civics elements in designing teaching problems, and students only passively accept the Civics elements of the

problems set by the teachers, without independent thinking on their own.

3.1.4 The textbooks are rich in Curriculum ideological and Politics Elements, but They Cannot be Effectively Utilized in Classroom Instruction

High school geography textbooks contain rich elements of Curriculum ideological and politics , but teachers are unable to use them effectively in classroom teaching, mainly because there is a certain distance between geography textbooks and Curriculum ideological and politics education, and the Curriculum ideological and politics content in the textbooks is mostly about national events, social hotspots, and international issues, which is less relevant to students' lives, and is difficult to resonate with the students (Zhang, 2022).

Such as “regional economic development” in the “new normal” section, in the “regional economic development of the power mechanism” is mainly about the three major factors: market, technology, system, teachers can through the Teachers can analyze the role of the market mechanism and market policy by giving examples from real life to help students understand the characteristics and advantages of China's socialist market economy and the necessity of implementing the market economic system in China.

3.2 Optimization Strategies

3.2.1 Establishing Correct Teaching Concepts and Emphasizing the Mining of the Elements of Curriculum Ideological and Politics

First of all, it is necessary to clarify the objectives and tasks of the high school geography curriculum's ideological and political education in the new period. Through in-depth understanding of national economic construction and development, applying the knowledge of geography discipline to national strategic development and fully exploring the elements of Curriculum ideological and Politics is an important part of carrying out the national requirements for talent cultivation.

Secondly, it is necessary to strengthen the teachers' knowledge and understanding of the concept of Curriculum ideological and Politics, improve their own quality and ability, and enhance the awareness and ability of Curriculum ideological and Politics. Only when teachers set up a correct teaching concept can they have a clear direction and goal in the teaching process, and digging into the elements of Curriculum ideological and Politics and Politics can also have a specific direction of implementation.

Finally, it is necessary to improve teachers' knowledge and understanding of the teaching materials. At present, the textbooks are relatively rich in content and contain a wealth of Curriculum ideological and Politics elements, which requires teachers to have a comprehensive understanding of the textbooks and to tap into the Curriculum ideological and Politics elements through their familiarity with the content, knowledge points and Curriculum ideological and Politics elements of the textbooks.

3.2.2 Enriching the Resources of the Curriculum Ideological and Politics to Improve the Quality

Teachers should make full use of geography teaching materials and deeply explore the elements of Curriculum ideological and Politics contained in geography teaching materials (Du et al., 2023). The

General High School Geography Curriculum Standards state that “geography teaching should give full play to the moral education function of the teaching materials and make good use of the moral education resources contained in the teaching materials”. high school students are exposed to a wider range of knowledge and rapid enhancement of ability development, which is a critical period for realizing the fundamental task of cultivating moral integrity (Tian, 2024). Teachers should combine the elements of Curriculum ideological and Politics that students are required to know and master in the high school geography curriculum standards. Teachers should make good use of all kinds of teaching resources to enrich the teaching content, and organically combine what they have learned with the elements of Curriculum ideological and Politics.

3.2.3 Strengthening Teacher Training to Enhance Teachers' Curriculum Ideological and Politics

The influence of high school geography teachers' Curriculum ideological and Political level on students should not be underestimated, therefore, it is necessary to strengthen the civic and political training of high school geography teachers to improve their Curriculum ideological and Political level.

First of all, regularly organize geography teachers to study the Curriculum ideological and Politics, take the collective preparation of the way, the geography textbook contains elements of Curriculum ideological and Political knowledge points for integration, in-depth study of the textbook, mining the teaching content of the Curriculum ideological and Political elements, combined with the actual learning of the students in the design of the relevant content, so as to improve the efficiency of classroom teaching.

Secondly, teachers can be allowed to go out for study or exchanges. It is very necessary to improve the teachers' own ideological and political level by going out to study or exchange.

3.2.4 Improve the Evaluation Mechanism to Promote the Effective Application of Curriculum-based Curriculum Ideological and Politics

In order to be able to better promote the development of Curriculum ideological and Politics in high school geography courses, it is necessary to establish a sound evaluation mechanism. In the teaching process, teachers should focus on evaluating students' understanding and mastery of knowledge, as well as whether they apply what they have learned to solve problems in the course of practice.

First of all, teachers should pay attention to students' application of the elements of the Curriculum ideological and Politics, and examine their grasp of the teaching content and their ability to apply it in practice. If students show good comprehension and application ability in the Curriculum ideological and Politics of the curriculum, they should be positively recognized. If students make mistakes in geography learning, they should be corrected in time.

Secondly, teachers should pay attention to the students' mastery of the content of Curriculum ideological and Politics and analyze the knowledge points. If students have problems in geography learning, teachers should also find out in time and give guidance and help.

4. The Path of Mining Curriculum Ideological and Political Elements in Courses—Take “Regional Economic Development” Course of Example

In this paper, we interviewed high school geography teachers to explore their understanding of and attitudes toward the concept of “Curriculum Ideological and Politics” in geography. At the same time, this study analyzes the teaching module of “Regional Economic Development” in depth, and explores and applies the relevant elements of “Curriculum Ideological and Politics”. This process aims to integrate Curriculum Ideological and Political education into the teaching of high school geography, with a view to effectively promoting the cultivation of students' core geography literacy(table 1).

Table 1. Methods and Paths of Mining Curriculum Ideological and Political Elements in the Course “Regional Economic Development”

No	Chapter	Methods	Concrete Content	Elements of Curriculum Ideological and Politics
1	Population and cities	Questioning Teaching Method	<p>Teachers' questions:</p> <p>Question: Suppose you are a senior in college and now have an opportunity to work in your hometown for three years. During that time, you have two choices: one is to stay and work in your hometown; the other is to work out of state. Which one would you choose?</p> <p>Option: The first option, based on local climate and soil conditions, is to work in one's hometown. The region in which the hometown is located is a plain area with a predominantly hilly terrain, where food crops such as wheat, rice and maize, and cash crops such as cotton, oilseed rape and peanuts are grown.</p> <p>The second option is for university students who go to work abroad to choose to engage in planting based on local agricultural production conditions and market demand. The region where his hometown is located is a subtropical monsoon climate zone, the terrain is mainly hilly, the climate is warm</p>	Using case studies to understand the feelings of the family and the country

and humid, with a tradition of producing tea, chestnuts and fruits.

2	Regional coordinated development	Situational Teaching method	<p>Teachers can create situations for students to analyze the phenomenon of “differences in population growth and economic development in different regions of China” with examples around them. For example, the Yellow River Delta region and the northeastern part of the population growth trend comparison, pointing out that this phenomenon is the result of population migration, resulting in an increase in population density. Another example is the migration of people from the densely populated urban areas along the southeastern coast, which has triggered the process of urbanization, etc., which will enable students to deeply understand the importance of “coordinated regional development”.</p>	<p>Establishing the concept of human-land coordination and enhancing ecological civilization literacy</p>
3	Regional sustainable development	Inductive teaching method	<p>Teachers can guide students to analyze the reasons for the unbalanced regional distribution of China's population, and ask students to summarize that in the process of economic and social development, people's consumption and destruction of natural resources is the main reason for inter-regional differences. And put forward China's sustainable development strategy from the perspective of the scientific</p>	

			concept of development.
4	Regional development and resource environment	Inductive teaching method	Teachers can guide students to analyze the problems of serious environmental pollution, fragile ecosystems and insufficient supply of resources in China, and illustrate the need to prioritize the ecological environment for coordinated regional development through the “South-to-North Water Diversion” project.
5	Implications for regional coordinated development	Inductive teaching method	Teachers can guide students to summarize that coordinated regional development needs to take into account economic, population, resource and environmental aspects in an integrated manner, while paying attention to regional differences in coordinated development and promoting common development in all regions.
6	Migration of populations	Discussion-based Teaching method	Teachers can ask students to think about the problem of population migration in China from different perspectives, and put forward solutions, such as the implementation of the “East to West”, “local migration” and so on. Option: In the light of what you have learned, please take the three northeastern provinces of China as an example and state the impact of population migration in the northeastern region on resources, the environment and economic development, etc.

The goal of regional economic development is aimed at providing a means of solving population, resource and environmental problems, as well as a key path to achieving harmonious coexistence between human beings and nature. At present, China's agriculture is in a stage of transition from traditional to modern agriculture. With the rapid development of industry, the problem of land pollution

is worsening, so there is an urgent need to take effective measures to reform the mode of agricultural production in order to promote the sustainable development of agriculture.” The concept of “green water and green mountains is golden silver mountains” has become one of China's current core development concepts, and environmental protection education for students should also be strengthened in regional economic development courses.

5. Conclusion

The study found that in high school geography teaching, teachers tend to overemphasize the cultivation of professional knowledge and skills, while neglecting the in-depth excavation of curriculum ideological and political elements. This phenomenon reflects the insufficient understanding and insufficient attention to the concept of curriculum ideological and political education, as well as the low quality and single teaching method when mining the curriculum ideological and political elements.

In order to solve these problems, this paper suggests the following measures: establishing correct teaching concepts, digging deeper and making full use of curriculum ideological and political elements, enriching the resources of curriculum ideological and politics, improving the level of curriculum ideological and political education of the teachers, as well as improving the evaluation mechanism. In these ways, we can build a bridge between geographic knowledge and students' ideological value leadership, cultivate students' sense of social responsibility and Feelings of family and country, improve students' comprehensive literacy and ideological and political literacy, and motivate students to actively become builders for the cause of socialism with Chinese characteristics.

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