

Research on the Integration of Curriculum Practical Teaching in Universities, High Schools, and Primary Schools in the New Era

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Abstract: Significant achievements have been made in the integration of practical teaching for character education courses in primary and secondary schools. Through literature research methods, we have identified issues such as insufficient resource utilization, limited depth of content research, low informatization levels, and irregular evaluation mechanisms in the current integration of practical teaching for character education courses across universities, high schools, and primary schools. This paper proposes methods such as optimizing top-level design, strengthening information empowerment, and establishing brand mechanisms to deepen the effectiveness of integrated teaching.

Keywords: Universities; High Schools; Primary Schools; Character Education; Integrated Practical Teaching

1. Introduction

Comprehensively promoting the integration of practical teaching for character education across universities, high schools, and primary schools in the new era is a crucial aspect of fulfilling the fundamental task of cultivating morality through education. In the new era, we must plan holistically to strengthen the top-level design for the integration of practical teaching for character education across different educational levels. Emphasis should be placed on information empowerment to share digital practical teaching resource libraries among universities, high schools, and primary schools. Additionally, brand mechanisms should be established to focus on the brand demonstration effect of integrated practical teaching for character education, thereby promoting substantial progress in this area.

Implementing the concept of comprehensive

character education, constructing a framework for it, and promoting the integration of character education across universities, high schools, and primary schools are important measures for character education development in the new era. Practical teaching is an integral part of character education, and strengthening research on the integration of practical teaching for character education across different levels and enhancing its effectiveness are crucial steps in fulfilling the fundamental task of cultivating morality through education.

2. The Value Implications of Integrating Practical Teaching for Character Education Across Universities, High Schools, and Primary Schools

The perspective of practice is a fundamental viewpoint in philosophy. In “Theses on Feuerbach,” the author proposed that “social life is essentially practical” and “whether human thinking possesses objective truth is not a theoretical but a practical question. Man must prove the truth, reality, and power of his thinking in practice, i.e., the practicality of his thinking.” The primary task of character education is to disseminate theory, educate and guide students to master scientific theoretical knowledge, strengthen their ideals and beliefs, and reinforce the “Four Self-Confidences,”[1] thereby integrating the “individual self” into the “great power of the nation.” Character education is not merely about cultivating thinking in the theoretical realm; more importantly, it involves transforming theoretical knowledge into a realistic force that promotes social progress. Practical teaching serves as a crucial bridge for this transformation.

2.1 Enhancing the Targeted Nature of Character Education Teaching

Practical teaching in character education is guided by theory and corresponds to clear ability development goals, reinforcing and extending the effects of theoretical teaching. Compared to theoretical teaching, which requires students to master basic knowledge and theoretical logic, practical teaching in character education focuses more on assessing the effectiveness of teaching in terms of students' emotions, attitudes, values, and beliefs. In other words, practical teaching in character education not only emphasizes "internalizing theory in the heart" but also "externalizing theory in action." Based on the cognitive characteristics and learning situations of students at different educational levels, combined with regional red culture and individual student characteristics, practical teaching activities can enhance the targeted nature of theoretical teaching.[2] Through practical teaching activities, the effects of theoretical teaching can be effectively reviewed and tested, optimizing subsequent rounds of theoretical teaching and presenting a spiral-like upward trend in teaching effectiveness.

2.2 Enhancing the Contextual Nature of Character Education Teaching

Contextual cognitive theory holds that "context" is the foundation of cognition. Context can be real or "virtual" based on reality. Whether it is large-scale practical activities in communities, factories, mines, villages, or learning at practical bases such as red exhibition halls, geological museums, and cultural exhibition halls, or information technology-empowered VR practice within schools, all of these create "contexts" for character education teaching. Utilizing diverse social resources for practical teaching provides students with tangible, experiential, and perceivable historical, spatial, cultural, and narrative contexts, enhancing immersion and persuasion, and improving teaching effectiveness. Practical teaching can analyze significant theoretical issues from small, ordinary practical perspectives and extract profound theoretical truths from touching, everyday stories.

2.3 Increasing the Infectivity of

Character Education Teaching

Compared to the inductive and deductive logical reasoning methods of theoretical teaching, practical teaching exposes students to vivid, intuitive, and lively scenes and engaging historical stories. Practical teaching methods such as situation comedies, stage plays, musicals, and micro-movies allow students to self-film, self-arrange, self-perform, and self-evaluate, increasing their sense of participation and achievement in practical teaching. Field studies at practical bases, retracing the paths of revolutionary ancestors, and researching new rural construction in the new era enable students to compare historical and present changes, perceive achievements in social construction, and enhance the "Four Self-Confidences." [3] Digitally empowered ideological and political practical courses can also achieve spatial traversal, enabling dialogues between history and reality. High-quality red digital cultural products provide students with more intuitive and infectious practical teaching methods. For example, the digital exhibition halls of the National Museum of China and the "Red Cloud Exhibition Hall" of People's Daily enhance the effectiveness of practical teaching in character education.

3. Challenges in the Integration of Practical Teaching for Character Education Across Universities, High Schools, and Primary Schools

Since the state called for the integration of character education across universities, high schools, and primary schools, the Ministry of Education and other departments have issued relevant documents to promote this endeavor. Provinces and cities have actively implemented these directives, exploring ideas and methods for integration, achieving fruitful research results, and breaking down teaching barriers between different educational levels to some extent.[4] However, the integration of practical teaching for character education still faces the following issues.

3.1 Insufficient Utilization of Social Resources

Practical teaching in ideological and

political education has always been a challenging issue. Although practical teaching in character education adopts different methods at different educational levels, common limitations include time, space, transportation, safety, and student numbers. Practical teaching in character education often remains within schools and classrooms. In terms of practical teaching formats, group discussions, audio-visual presentations, speeches, situation comedies, poetry recitations, and book clubs are the primary forms.[5] There is a disconnection between the ideological and political micro-classroom and the social macro-classroom, and social resources for comprehensive character education are not fully utilized. Museums, memorial halls, and exhibition halls that carry forward Chinese traditional culture, red revolutionary culture, and advanced social culture are valuable practical resources. Currently, there are over 1,600 revolutionary museums in China, showcasing the arduous journey of revolutionary ancestors through digital technology. These vivid images, artifacts, and stories are more likely to resonate with students, inspiring their patriotism and sense of mission.[6] However, the integration of practical teaching for character education across universities, high schools, and primary schools does not fully utilize these exhibition halls, lacking regular cooperative research and study mechanisms. Local outstanding traditional cultural resources, red revolutionary cultural resources, and advanced social cultural resources are not integrated into the curriculum design for practical teaching in character education.

3.2 Insufficient Research Depth in Integrated Teaching Content

Practical teaching in character education is a practical activity guided by theory, expanding and extending theoretical teaching. Practical teaching is not simply an activity; theoretical teaching serves as its content foundation and implementation basis. The design of practical teaching should focus on understanding, comprehending, and applying theory.[7] Although practical teaching in character

education is diverse in forms, such as case studies, keynote speeches, video appreciation, thematic debates, situation comedies, theoretical lectures, red song contests, and VR practice, the scientific rationale and alignment between practical and theoretical teaching lack rigorous examination. Practical teaching's role in bridging the "last mile" between theory and reality has not been fully realized. Due to academic pressure and class size, practical teaching in character education often appears fragmented, scattered, and superficial. Research on the internal relationship between practical and theoretical teaching lacks theoretical depth. The internal logic of the integration of practical teaching for character education across universities, high schools, and primary schools lacks scientific research and justification.

3.3 Room for Improvement in Information Empowerment

The rapid development of big data, 5G, virtual reality, augmented reality, and 3D imaging technologies provides new fields and technical support for practical teaching in character education in the new era. The "Opinions on Strengthening and Improving Ideological and Political Work in the New Era" proposes promoting the deep integration of traditional ideological and political work advantages with information technology, turning the internet's greatest variable into the greatest incremental factor for development.[8] Empowering ideological and political theory practical teaching with information technology is the general trend of reform. Currently, the integration of practical teaching for character education across universities, high schools, and primary schools has not fully realized the reorganization and organic integration of teaching resources through information technology, failing to adapt to changing circumstances and innovate accordingly. Contemporary students have distinct individual value pursuits, autonomous learning styles, and fragmented information reception habits. Traditional practical teaching modes lacking information empowerment fail to provide personalized activity experiences, leading

to low interest, experience, and achievement in practical teaching.

3.4 Irregular Evaluation Mechanisms

The evaluation system for the integration of practical teaching in character education across universities, high schools, and primary schools is a crucial aspect of measuring teaching effectiveness and student development. However, the current evaluation system exhibits notable limitations, primarily manifested in the singularity of evaluation subjects, one-sided evaluation content, and inconsistent evaluation indicators. This situation results in a severe lack of comprehensive evaluation of students' knowledge mastery, emotional attitudes, values, aesthetic abilities, psychological qualities, and practical abilities. The evaluation system needs to shift from a teacher-dominated model to a multi-dimensional and multi-stakeholder participation model.[9] This shift requires not only focusing on student participation but also deeply examining their actual gains and growth in character education. Evaluation content should encompass political awareness, emotional attitudes, values, aesthetic abilities, psychological qualities, and practical skills, achieving a holistic assessment of students' comprehensive development.

Furthermore, the evaluation system should emphasize individuality and differentiation, respecting each student's uniqueness and encouraging them to learn according to their characteristics and interests. Additionally, the evaluation process should prioritize process evaluation, involving continuous observation and recording to track students' changes and development throughout their character education learning process, rather than relying solely on final evaluations. Establishing a scientific, reasonable, and comprehensive evaluation system for practical teaching in character education can more authentically reflect teaching effectiveness, providing robust data support and decision-making foundations for educational reform. Such an evaluation mechanism promotes students' holistic development in ideological and political education, nurturing them into social

builders and successors with correct values, sound psychological qualities, and practical abilities.

4. Practical Paths for the Integration of Practical Teaching for Character Education Across Universities, High Schools, and Primary Schools

4.1 Comprehensive Planning and Strengthening Top-level Design

The integration of practical teaching for character education across universities, high schools, and primary schools is a systematic project that constitutes an integral part of the integration of character education across these levels, with prominent characteristics of practical education and teaching laws. It is essential to deepen research on the laws of practical education and teaching in character education across different regions, educational levels, and learning situations. By integrating regional practical teaching resources such as museums, exhibition halls, ancient architectural complexes, red revolutionary sites, urban cultural landmarks, and historical relics into practical teaching plans, we can leverage social resources to address the shortcomings of limited practical teaching resources and narrow practical teaching platforms within schools.[10] By combining the ideological and political micro-classroom with the social macro-classroom, we can deliver a combined punch in practical teaching for character education.

4.2 Emphasizing Information Empowerment and Sharing Digital Practical Teaching Resource Libraries

We must promote the deep integration of information technology with practical teaching in character education, strengthening its fusion with big data, cloud computing, virtual reality, augmented reality, and other modern information technologies. Fully utilizing online platforms of various red cultural exhibition halls, such as the "Red Cloud Exhibition Hall" launched by People's Daily in 2021, which enables online viewing of red resources from 31 provinces, municipalities, and autonomous regions over a century, can significantly enrich practical teaching. Local radio and television stations have also elaborately produced and continuously

improved local red resource digital databases, providing new venues for practical teaching in character education. Practical teaching in character education across universities, high schools, and primary schools should leverage local red memorial halls, exhibition halls, and museums as practical research bases, combining online red resources for practical teaching design to achieve deep integration of online and offline, in-school and out-of-school practical teaching. Collaborative mechanisms should be established to share practical teaching resource libraries across universities, high schools, and primary schools, realizing resource sharing and collaboration.

4.3 Establishing Brand Mechanisms and Highlighting the Demonstration Effect of Integrated Practical Teaching for Character Education

Since the proposal of integrating character education across universities, high schools, and primary schools, regions have accelerated the implementation of relevant regulations from the Ministry of Education, actively exploring integration models and forming a series of research achievements.[11] These efforts have cultivated practical teaching brands with regional red cultural characteristics, established practical teaching research bases and models, and considered the learning characteristics of different educational levels, such as focusing on enlightenment in primary schools, experiential learning in junior high schools, commonsense learning in senior high schools, theoretical learning in undergraduate programs, and inquiry-based learning in graduate programs. The sharing of teaching information, resources, and models has been achieved. The demonstration effect of practical teaching brands in one region can drive and influence other regions.

In conclusion, the integration of practical teaching for character education across universities, high schools, and primary schools is a systematic project requiring the full utilization of social resources and information technology. It necessitates strengthening top-level design and resource library construction, emphasizing brand effects, and collaborating to promote substantial progress in practical teaching for character education across different levels, thereby contributing to the fulfillment of the mission of cultivating

morality through education.

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