

# Exploration of Teaching Reform of Chinese Urban Construction History Course Based on Moral Education

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**Abstract:** This paper discusses in depth the importance, implementation path and expected results of the reform of the Civic and Moral teaching in the course of the history of Chinese urban construction. By tapping the elements of Civics and Moral in the curriculum, innovating the teaching methods, strengthening the construction of teachers and improving the assessment and evaluation system, Civics and Moral education is organically integrated into the teaching of the course of History of Urban Construction of China to cultivate students' patriotism, cultural self-confidence, sense of social responsibility, and comprehensive literacy, and to provide useful references for the promotion of Civics and Moral in Higher Education Courses.

**Keywords:** Moral Education in Courses; Chinese Urban Construction History; Teaching Reform; Student-centred; Process-based Practice

## 1. Introduction

The history of Chinese urban construction is a course that studies the evolution of urban development in different historical periods in China, with rich historical and cultural connotations and practical significance [1]. Under the background of the current higher education emphasizing on the ideology and moral of the curriculum, how to integrate the ideology and moral education into the teaching of the course on the history of urban construction in China has become an important issue in front of the educators [2,3]. The purpose of this paper is to explore the effective ways to reform the teaching of ideology and moral in the course of history of urban construction in China, in order to improve the quality of course teaching, cultivate talents with noble character and professionalism, and integrate professional and ideological

education by mutual penetration and fusion.

## 2. The Significance of Moral Education in Chinese Urban Construction History Courses

**Cultivating Students' Patriotism:** China's ancient city construction achievements were brilliant, such as the planning and construction of Beijing, Xi'an, Nanjing and other ancient capitals, reflecting the wisdom and creativity of the Chinese nation. By telling the history of Chinese city construction, students can learn about the long history and splendid culture of the motherland and stimulate their patriotism.

**Enhancing Cultural Confidence:** Traditional Chinese urban construction concepts and methods have unique values, such as the planning idea of "unity of heaven and man" and the symmetrical layout of the central axis. Integrating these traditional cultural elements into the teaching of the course will make students realize the profoundness of Chinese culture and enhance their cultural confidence.

**Fostering Social Responsibility:** Urban construction involves social, economic and environmental aspects, etc. Students are guided to pay attention to social problems and people's needs in urban construction, such as urban poverty, environmental pollution, traffic congestion, etc. cultivate students' sense of social responsibility and professional ethics.

**Improving the Comprehensive Quality of Students:** The reform of the teaching of course ideology and moral not only focuses on the transmission of knowledge, but also on the cultivation of students' comprehensive literacy such as ideology and morality, innovative thinking, teamwork ability and so on. Through group discussions, project-based learning and other teaching activities, students' comprehensive literacy is cultivated.

## 3. Problems at the Current Stage of Chinese Urban Construction History Courses

### **3.1 Teaching Content**

**Insufficient Arrangement of Class Hours:** The course covers a lot of content and areas of knowledge, including philosophy, politics, economics, military, culture, society and other related areas, but the number of hours in the course is poor, which leads to a complicated and difficult to master the course content, and some points of knowledge are easy to confuse when analyzed.

**Insufficient Excavation of Ideological and Moral Elements [4]:** In the current teaching, the ideological and Moral elements in the history of Chinese urban construction are not excavated deeply enough, and are often only mentioned briefly, lacking systematicity and depth. For example, there is no in-depth analyses and guidance for students to think about such ideological and Moral elements as craftsmanship and social responsibility embodied in ancient city construction.

**Loose Connection with Reality:** The teaching content mainly focuses on urban construction in historical times, and is not closely connected with the actual problems of current urban construction. It is difficult for students to apply what they have learnt to real life, and there is a lack of concern and reflection on the real problems of urban construction.

### **3.2 Teaching Methods**

**Monotonous Teaching Methods:** The traditional teaching method is based on lecturing and lacks interactivity and innovation. Students are passive recipients of knowledge, with little participation, making it difficult to stimulate students' interest and motivation in learning.

**Inadequate Practical Teaching [5,6]:** There are relatively few practical teaching links in the program, and students lack understanding and experience of the actual situation of urban construction. The lack of practical teaching makes it difficult for students to combine theoretical knowledge with practical application, which affects the cultivation of students' comprehensive ability.

### **3.3 Assessment and Evaluation**

**Monotonous Assessment Methods:** The current assessment method is mainly based on examination, lacking the assessment of students' comprehensive ability and ideological

and Moral literacy. The examination mainly focuses on the mastery of professional knowledge, and is not comprehensive enough to assess students' ideology, morality, innovation and other aspects.

**Unclear Evaluation Standards:** The evaluation standards for curriculum Civics are not clear enough, making it difficult to make an objective and accurate evaluation of students' Civics literacy. Teachers often lack uniform standards and methods when evaluating students, which affects the fairness and credibility of the evaluation results.

## **4. The Implementation Paths of Moral Education Reform in Chinese Urban Construction History Courses**

### **4.1 Student-centred Teaching Philosophy**

The reform of this course focuses first on the teaching concept. From the traditional teacher's teaching to the students' learning as the focus, stimulate students' learning initiative and interest points, on this basis to join the course of the construction of the ideological and moral construction, to achieve the cultivation of talent and morality of two-way peer, the mutual integration of the teaching effect. Therefore, in the teaching objectives, teaching design, teaching effect and other aspects of the course, all reflect the main idea of student-centred. Starting from the students' learning, to design the teacher's teaching.

#### **4.1.1 Starting with student learning**

In terms of teaching objectives, the cultivation of students is realized in four aspects, namely, knowledge objectives, ability objectives, quality objectives and ideological and moral objectives. At the level of knowledge objectives, the learning and grasping of professional knowledge is achieved by enabling students to master the historical development of Chinese urban construction, and to understand the construction characteristics and achievements of each major city. At the level of ability objectives, students learn to analyze the characteristics and formation motives of historical cities and guide the design practice in the future, learn the ability to analyze and solve problems, and master a certain degree of literature retrieval, data arrangement and writing skills. In terms of quality cultivation, students' teamwork spirit, interdisciplinary thinking ability, and

innovative thinking ability are enhanced through integrated and comprehensive analysis training and team division of labor and collaboration assignments. And then according to the cut of course ideology and politics, students' cultural self-confidence, patriotism, and national community consciousness are enhanced.

#### 4.1.2 Instructional design around learning centers

In the teaching design, from the perspective of students' learning, the learning effect is achieved by cultivating students' interest in learning, establishing good learning habits, self-motivation and reflection. Interest in learning is the best teacher. In the classroom, students' interest in historical cities is stimulated by telling some historical city stories. For example, when talking about the city in the primitive society, the legend of the primitive tribal chiefs is added into the story to increase the vividness of the course, so that the students will be able to integrate their previous knowledge of history into a coherent, and find the fun in it, so that the students will form the enthusiasm of independent exploration. At the same time, students are informed of the teaching process at the beginning of the lesson, and are expected to do pre-study before class, participate in discussions during class, and review after class, so that they can organize their study time reasonably, read the textbooks carefully, and build up good study habits. In addition, students' positive behaviors are quantitatively encouraged through a reward mechanism, whereby students are rewarded with a certain number of points by recording their classroom participation, so that they can be more proactive in actively engaging in the training of the course [7].

At the level of teachers' teaching, the effectiveness of teaching is promoted by means of optimizing teaching design, improving the quality of classroom teaching, and providing effective feedback on learning. First of all, diversified teaching methods are adopted, and in addition to theoretical lectures, various methods such as discussion forms and post-course practice are added to enable students to participate in teaching activities at multiple levels and from multiple perspectives. At the same time, teachers carefully design the teaching content of the course, the teaching process from the background of the

introduction, the case cut into the order of the law in-depth, from easy to difficult to explain, and will be difficult to put forward to the students to think about the analysis, to guide them to find the law behind the phenomenon, in the process, the students are deeply involved in the design of the teaching process, and get inspired by it, through the analysis of the cocoon layer by layer, to solve cognitive problems. Through the method of analyzing the layers of cocoon, to solve the cognitive problems, the learning effect is improved, and the learning experience is sublimated. In addition, through the students' feedback to adjust the focus of teaching, in the process of discussing with students, to understand the students' knowledge mastery, find the learning difficulties, and targeted counselling interpretation, and then improve the efficiency and effectiveness of teaching.

#### 4.1.3 Focusing on 'learning' results

In terms of teaching effect, it achieves the teaching effect of one degree of both genders in terms of innovativeness, high order and challenge. To equip students with the ability to make comprehensive judgement on the development trend of urban and rural areas, and to provide forward-looking thinking ability for the direction of urban and rural development; through the integration of moral education, to combine the development vein of the Chinese nation with the development process of historical cities, to provide systematic thoughts on the development process of the city, to broaden the horizons, and to form a holistic view of the city's development [8]; and to realize that the history of the development of the construction of the city is a complex process, which is subjected to multiple factors of It also recognizes that the history of urban construction and development is a complex process, which is influenced by multiple factors, and that in different historical periods or under specific historical conditions, the determinism of each influencing factor is dynamically balanced, and it learns the ability of profound analysis under the framework of systemic wholeness of each element.

## 4.2 Uncovering Moral Elements in the Course

In order to achieve the goal of moral education, it is first necessary to refine the moral elements involved in the curriculum. It is necessary to

carry out ideological education on the basis of the above goal setting, mining the moral elements of the curriculum, telling the glorious history of our country, and promoting the excellent traditional culture of our country at the level of ideological education, so that professional education and moral education can penetrate and integrate each other.

Deeply researching textbooks and teaching content, uncovering inherent moral elements, refining them through in-depth extraction, and

carefully designing their integration into the curriculum. By incorporating the long-standing history and continuous cultural characteristics of China, the wisdom of ancient social governance, and the formation of the Chinese nation community due to ethnic migrations, students gain a more concrete understanding of the profound Chinese culture, enhancing cultural recognition and confidence. See Table 1.

**Table 1. Extraction of Civic and Moral Elements from Various Chapters of the History of Urban Construction in China**

Chapter	Main Content	Moral Elements
Chapter 1	Introduction and Primitive Settlements	Emphasizing national pride and self-esteem by highlighting the unbroken cultural heritage of the Chinese nation.
Chapter 2	Cities in the Yin-Zhou Era	Respecting and venerating traditional culture by discussing how ritual thought was applied to city planning.
Chapter 3	Cities in the Spring and Autumn-Warring States Period	Highlighting adaptability and self-development capability through new urban planning concepts developed from practical emphasis.
Chapter 4	Cities in the Qin-Han Dynasties	Emphasizing national unity as crucial for development and better living conditions.
Chapter 5	Cities from the Three Kingdoms to the Sui-Tang Dynasties	Stressing the importance of ethnic exchanges and cultural integration for ethnic unity.
Chapter 6	Cities in the Song-Yuan Dynasties	Promoting inclusiveness as a significant advantage of the Chinese nation.
Chapter 7	Cities in the Ming-Qing Dynasties	Advocating openness and self-strengthening policies for greater strength and independence.

### 4.3 Design of Innovative Teaching Methods

#### 4.3.1 Professional content as the main thread

In the design of classroom teaching content, the professional content is taken as the main line of teaching, and it is advanced in an orderly manner from the introduction of historical background, case analysis, and summary of rules. In the case analysis, representative cases of ancient Chinese city construction in various historical periods, such as the planning and construction of Xi'an, Beijing, Nanjing and other ancient capitals, are selected to analyze their historical background, planning concepts, construction features and cultural values, and to guide students to draw wisdom and inspiration from them.

To conduct group discussions and project-based learning, organize students to discuss and research around specific urban construction themes, and develop their teamwork skills and innovative thinking.

Using multimedia teaching tools, such as pictures, videos, animations, etc., to vividly and imaginatively demonstrate the historical changes and cultural characteristics of Chinese urban construction, and to enhance students'

interest and participation in learning.

#### 4.3.2 Moral content as a supporting thread

The elements of ideology and moral involved in various historical periods are integrated into all aspects of the teaching content. According to the entry of the course of ideology and moral, explaining the excellent traditional cultural roots of our country, the migration and integration of various ethnic groups in various periods of our country contributed to the Chinese national family, the development of our country's land space in various periods of the evolution of the continuous formation of the vast territory, etc., in order to enhance the students' cultural self-confidence, the spirit of patriotism, and the sense of national community.

#### 4.3.3 Tripartite training before, during, and after class

Students are allowed to do pre-study before class, and in class they are given all-round three-dimensional training before, during and after class by way of theoretical lectures, discussions, discursive thinking, post-course review and practical consolidation.

Through classroom lectures on key issues, discursive discussions on difficult issues in

class, and analyses and consolidation of models and drawings and other practices after class, a trinity of cognitive experiences at the ideological level, the thinking level, and the practical level are constructed for the students. At the ideological level, the content of course ideology is inserted in the course at the right time to guide students to learn and absorb the essence of our history and culture. At the thinking level, interactive discussions are held with students in the classroom to promote students to actively think about the driving factors of urban construction activities and to grasp their realistic results. At the practical level, students can gain a deeper understanding of the detailed layout of historical cities by drawing city plans and making city models.

In this way, we can achieve value shaping, knowledge transfer and capacity enhancement, and improve students' ideological understanding, professional knowledge and discursive ability, and practical and proactive analytical ability.

### **5. Incorporating Process Practice into the Assessment System**

The history of urban construction in China is an examination course, but the assessment of this course also focuses on the implementation of process assessment. A diversified assessment and evaluation system is established to include students' learning attitude, classroom performance, completion of homework, participation in group discussions, and examination results in the scope of assessment, comprehensively evaluate the learning effect of students [9].

At the same time, the design of the post-course practical program has solved the practical problems of the course involving many knowledge areas, complex and complicated course contents and a small number of credit hours. On the other hand, it equips students with the ability to provide forward-looking thinking for the direction of urban and rural development, to build up systematic thinking on the process of urban development, and to analyze the balance of urban and rural elements under the influence of complex and multiple factors, thus fulfilling the teaching requirements and effects of the course, which are innovative, highly advanced, and challenging in terms of both genders.

For example, in the study of Zhou Wangcheng,

the teacher in the class will be the ideology of the Western Zhou period, social background, the well-field system of the content of the evolution of a detailed account of the planning concept of the Zhou Wangcheng is the "Zhouli Kaogongji" in the camping system, and corresponding to one of the provisions of the king of the layout of the planning of the king's city to explore the explanation, to inspire students to reflect on the dispersal of the logical deduction and the ability to think and analyze the homeland space The students were inspired to think about the spatial distribution of the royal city and its theoretical basis by linking the national space with the urban space [10,11]. After the class, the students continued to study the accounts in the canonical books to further research the overall spatial form of the Zhou Wangcheng and the functional layout of each part in detail, as well as searching for relevant information, understanding the ancient system of units of length, determining the conversion ratio of the Zhou Wangcheng, calculating the dimensions of the Zhou Wangcheng, drawing out its plan and elevation, and then making a model according to the drawings in groups and arranging an exhibition to participate in the evaluation and scoring of the groups.

### **6. Summary and Outlook**

The reform of Civic and moral teaching in the course of history of urban construction in China is a work of great significance. By tapping the elements of Civics and Moral in the curriculum, innovating the teaching methods, strengthening the construction of teaching staff, and improving the assessment and evaluation system, Civics and Moral education is organically integrated into the teaching of the course of the history of urban construction in China to cultivate the students' patriotism, cultural self-confidence, sense of social responsibility, and comprehensive literacy, and to contribute to the promotion of Civics and Moral in the curriculum of higher education. At the same time, the teaching reform of course Civics and Moral also needs to be explored and innovated continuously to meet the development requirements of higher education in the new era.

In terms of teaching content, it is also possible to appropriately add some local thinking and form some research results, further promote

teaching by scientific research. At the same time, it is also necessary to strengthen the construction of the teaching team and enhance the strength of the teaching backbone, improve the teaching level. At the same time, it is also necessary to listen to more feedback from students to form a virtuous cycle of teaching and learning, and continuously improve the quality of teaching.

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