

RESEARCH ON THE STRATEGY OF ORGANIC INTEGRATION OF CHINESE EXCELLENT TRADITIONAL CULTURE AND IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES IN THE CONTEXT OF NEW LIBERAL ARTS EDUCATION

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Abstract: Under the background of new liberal arts, the integration of Chinese excellent traditional culture into the ideological and political courses of colleges and universities (hereinafter referred to as the "IPC") is a need to inherit the Chinese excellent traditional culture and improve the quality of ideological and political teaching. The article analyses the current realistic dilemma of the integration of the excellent traditional culture and the IPC by exploring and researching the fit of the integration of the two, combined with the questionnaire survey. The article puts forward specific measures from teaching materials, teaching mode, teaching platform and the discourse system of ideology and politics, which help to realize the organic integration of Chinese excellent traditional culture and IPC in colleges and universities.

Keywords: New liberal arts; Chinese culture; Ideological and political courses; Integration

1 INTRODUCTION

Carrying out the teaching of ideological and political education in different disciplines and courses is an inevitable requirement and development trend of ideological and political education in colleges and universities under the new situation [1]. Some scholars have explored the feasibility as well as effective ways of integrating college English teaching, network information technology [2-3] and psychology into ideological and political education [4].

"Excellent traditional Chinese culture is the cultural root of the Chinese nation, and the ideology, humanistic spirit and moral norms it contains are not only the kernel of our Chinese mind and spirit, but also of great value in solving human problems"[5]. The construction of new liberal arts lies in adapting to the development of philosophical and social sciences in the new era and cultivating liberal arts talents in the new era. The new liberal arts emphasize interdisciplinary integration and focus on the cultivation of humanistic literacy and critical thinking. With comprehensive, interdisciplinary and integrative characteristics, it provides a new opportunity for the integration of Chinese excellent traditional culture in the IPC in colleges and universities. In the context of new liberal arts education, the excellent traditional culture is an important value resource for the teaching of IPC in colleges and universities. The teaching of Chinese excellent traditional culture and the teaching of IPC in colleges and universities has the possibility and necessity of integration in teaching content and teaching objectives [6]. And favorable policy environment support is an effective guarantee for the integration of the two [7]. Numerous researchers believe that the development of socialist culture with Chinese characteristics must adhere to the position of excellent traditional culture, which is compatible with the basic theory of IPC [8]. They further put forward the practical path for the integration of Chinese excellent traditional culture into ideological and political education in colleges and universities from the aspects of teachers, teaching ability and teaching methods, including strengthening the integration of teachers, improving the traditional cultural literacy of teachers of IPC, and enhancing the ability of the majority of teachers to use traditional culture [8-11].

From the origin and development mode of ideological and political ideology, traditional culture is an important factor influencing political form [12]. The integration of Chinese excellent traditional culture into the IPC can effectively enhance the ideology and moral quality of college students [13]. One scholars believe that the essence of traditional culture should be explored to fully stimulate students' patriotic enthusiasm and national consciousness, guiding them to form correct moral and social values [14]. The teaching method of exploring the integration of the two can maximize the teaching quality of the ideological class in colleges and universities, improve the ideological education of students [15], and enable contemporary college students to form a correct self-cognition [16]. Moreover, the real integration of Chinese excellent traditional culture into the field of ideological education is of positive significance for improving college students' identification with Chinese excellent traditional culture, promoting cultural inheritance [17-18], and facilitating the development and prosperity of socialist culture.

2 THE NECESSITY OF ORGANIC INTEGRATION OF CHINESE EXCELLENT TRADITIONAL CULTURE AND IPC IN COLLEGES AND UNIVERSITIES

2.1 The Need to Pass on the Excellent Traditional Chinese Culture

The excellent traditional Chinese culture has a long and profound history and is the crystallization of the wisdom of Chinese civilization. It contains rich moral concepts such as benevolence, courtesy, righteousness and honesty, which are the cornerstones for building socialist core values. Cultivating and building cultural confidence of college students in the new era has to start from the excellent traditional Chinese culture as an entry point. However, due to the impact of foreign cultures and the insufficient protection and promotion of local cultures, many college students lack a deep understanding of Chinese excellent traditional culture. Based on this background, the task of integrating Chinese excellent traditional culture into the IPC is imminent. The organic integration of the two can enable college students to have a more comprehensive in-depth understanding of relevant national policies and the current development of Chinese traditional culture. As a result, a system of ideological and political education with Chinese characteristics is formed. The ideological quality and moral quality of college students are improved, contributing to the cultivation of college students' patriotism and sense of family and country, and the establishment of a correct worldview, outlook on life and values.

2.2 Needs of Ideological and Political Education and Teaching

General Secretary Xi stressed that "in the new era and new journey, the construction of the ideological and political course is facing a new situation and new tasks, and must have a new appearance and new action"[19]. IPC in colleges and universities is the main channel and main position of ideological and political education for college students, undertaking the important mission of cultivating qualified socialist builders. Yet, the traditional IPC elaborates too much on the theoretical knowledge of Marxism, having the problems of abstract content and single form, which leads to students' low interest in learning and poor learning effect. The excellent traditional Chinese culture emphasizes the cultivation of personal character and the enhancement of humanistic qualities. It contains many humanistic concepts, such as "cultivate oneself, unify the family, rule the country, and pacify the world", "the rise and fall of the world is the responsibility of every man", "what you don't want to be done to yourself, don't do it to others". These concepts are in line with the educational objectives of the IPC in colleges and universities, and have a positive impact on the overall development of college students. Under the background of the construction of new liberal arts and globalization, the appropriate integration of Chinese traditional culture into the IPC will improve the comprehensive quality and cultural heritage of college students and lay a solid foundation for their future growth and development. In addition, it is conducive to enhancing students' understanding of and respect for the world's multiculturalism, and cultivating them to become new-age talents with global vision and cultural tolerance. Meanwhile, to a great extent, the content of Civics teaching can be enriched, so as to improve the quality of Civics teaching and enhance the effectiveness of IPC.

3 THE REALISTIC DILEMMA OF ORGANIC INTEGRATION OF CHINESE EXCELLENT TRADITIONAL CULTURE AND IPC IN COLLEGES AND UNIVERSITIES

Firstly, the teaching concept is the key to the integration of the two. At present, some teachers still adhere to the traditional concept of education. Teachers pay too much attention to knowledge instillation and ignore the subjectivity of students, resulting in a lack of interaction and vitality in the classroom. On the contrary, students are also used to passively accepting theoretical knowledge and lack of active thinking. Moreover, the contents of the courses taught by some teachers are traditional and outdated. Teachers' understanding of the excellent traditional culture remains on the surface. They do not dig deep into its essence, which makes the content of the lessons lack depth and breadth.

Next, teaching resources are the prerequisite for the organic integration of excellent traditional culture and the IPC. The current lack of teaching resources for the IPC of excellent traditional culture is mainly reflected in the shortage of teachers, outdated content of teaching materials and insufficient digital resources. On the one hand, the IPC in colleges and universities lack a team of dual-qualification teachers who understand both ideology and politics and traditional culture. Some teachers have limited ability to understand and teach traditional culture and insufficient ability to integrate cultural resources, making it difficult to achieve effective interdisciplinary integration. On the other hand, the existing Ideological and Political textbooks are of older versions and lack reflection of the values of the new era and the innovations of traditional culture. Furthermore, the complexity of cultural resources, the lack of appropriate technical personnel, and the insufficient investment of financial resources have made it possible to preserve fewer digitized cultural resources, to the detriment of online education and distance learning.

Additionally, the evaluation system for the organic integration of excellent traditional culture and the IPC programme is weak. The present evaluation system for students' learning outcomes is not yet improved. It is assessed only by means of written tests such as accompanying tests and final exams. This approach pays insufficient attention to students' mastery of traditional culture learning, as well as critical thinking and innovation ability, lacking a comprehensive examination of students' all-round development. Also, there is a lack of effective evaluation mechanisms to assess students' learning outcomes when they participate in practical activities related to traditional culture and interdisciplinary teaching.

Finally, the limited nature of cultural and practical activities is a major difficulty that restricts the in-depth combination of the two. Restricted by class scheduling and teaching resources, the IPC in colleges and universities tend to focus on the teaching of theoretical knowledge. In addition, some colleges and universities have limited resources to invest in traditional cultural practice activities, including infrastructure and funds for activities. As a result, the difficulty in

arranging rich and varied practical activities makes students' understanding and feeling of traditional culture stay on paper, making it difficult for them to experience and comprehend it in depth. Even when practical courses are offered or cultural practice activities are organized, the problems of low student participation, a single form of activity and superficial content exist.

4 THE PRACTICAL PATH OF ORGANIC INTEGRATION OF CHINESE EXCELLENT TRADITIONAL CULTURE AND IPC IN COLLEGES AND UNIVERSITIES

4.1 Digging Deep into the Chinese Excellent Traditional Cultural Resources Contained in the Teaching Materials of IPC to Enhance the Cultural Connotation of Ideological and Political Education

As an important carrier of ideological and political education, the teaching materials of IPC in colleges and universities contain rich resources of Chinese excellent traditional culture. Digging deep into these resources can not only promote the cultural connotation of the teaching materials, but also enhance students' understanding and love of Chinese excellent traditional culture. Above all, the existing teaching materials should be analyzed in depth and the elements of Chinese excellent traditional culture contained in them should be excavated. It can be combined with the essence of traditional Chinese philosophical thinking, like Confucianism and Taoism, to explore the similarities and complementarities between them and Marxism. Secondly, the content of the teaching materials can be optimized and adjusted to systematically sort out the practical value and significance of Chinese philosophy, literature, art, poetry and so on, so as to help college students to improve their knowledge and understanding of Chinese excellent traditional culture. Furthermore, the teaching content needs to be supplemented to keep up with the times. When supplementing and perfecting the integration of Chinese excellent traditional culture and new science and technology, and the innovation and reproduction of Chinese excellent traditional culture in the new era, the Chinese excellent traditional culture resources contained in the teaching materials of the IPC in colleges and universities should be deeply explored. It is also necessary to strengthen the traditional culture training of teachers of IPC, and to upgrade their traditional culture literacy and teaching ability.

4.2 Innovating the Teaching Mode of Ideology and Politics and Perfecting the Protection System of Human Training

On the one hand, colleges and universities should adjust the existing curriculum system of IPC and add course modules related to Chinese outstanding traditional culture. For example, Chinese philosophy, literature and art are added to enable students to learn and understand Chinese excellent traditional culture in a systematic way. When formulating teaching plans, knowledge points closely related to Chinese excellent traditional culture are consciously chosen as teaching contents. For instance, in the architecture course, the design concept of Suzhou Garden can be introduced to combine traditional architecture with Chinese aesthetics. Interdisciplinary curriculum design is encouraged to integrate elements of Chinese excellent traditional culture into the teaching of other disciplines.

On the other hand, teachers should adopt diversified teaching methods, such as role-playing, game interaction and group discussion. A platform for public sharing can also be created to encourage students to share their travelling experiences after class. In this way students can discuss together the attractive features of different cities and cultures. At the same time, colleges and universities should enrich practical activities on campus and organize students to participate in practical activities related to Chinese traditional culture. Students can better understand and feel the charm of Chinese traditional culture by experiencing the design of calligraphy and painting, poetry recitation competitions, and cultural seminars. Besides, cultural expeditions can be carried out during the summer and winter holidays. Students are organized to visit museums and historical monuments on the spot to enhance their intuitive feeling and knowledge of traditional culture.

4.3 Integrating and Innovating a Web-based Platform System for Integrating Chinese Traditional Culture into the IPC in Colleges and Universities

By integrating and innovating the network platform system of integrating Chinese excellent traditional culture into the IPC in colleges and universities, the teaching efficiency and quality can be greatly improved. It also provides a powerful teaching aid for teachers. Before all, the cultural resources should be classified and presented in many aspects through characters, pictures, videos and so on. Secondly, it is necessary to establish a network platform for teachers and students to share resources, so as to achieve the optimal allocation and efficient use of resources. A preference tracking system is set up to analyse students' learning records on the platform according to big data, so as to know students' preferences. From this, adjustments and enhancements can be made to the weak areas of the platform. The reasons for the wide audience of popular resources are then analyzed, so that better cultural resources can be pushed. Personalized recommendations are made according to students' learning habits and interests. Course content needs to be updated in a timely manner to ensure that the current educational resources are the latest versions. The interactive function between teachers and students can also be enhanced through forum discussions, voting and other ways to guarantee that the platform is rich in resources, the content is novel and interesting, and the learning effect feedback is timely.

4.4 Researching the Teaching Discourse of IPC and constructing the Ideological and Political Discourse System of Excellent Traditional Culture

Building a discourse system of excellent traditional culture for ideology and politics is a systematic project. It requires in-depth excavation of the essence of traditional culture, combining it with modern concepts of ideological and political education, and forming discourse expressions with characteristics and characteristics of the times. The key to studying the discourse of IPC teaching and constructing the discourse system of excellent traditional culture and Ideological and Political discourse lies in grasping the epochal, innovative and practical nature of the discourse. Firstly, the discourse of IPC teaching should be closely related to the context of the times, interpreting traditional values from a new perspective and reflecting the development achievements and social changes of contemporary China. New media on the Internet can be used to innovate communication methods and enhance the sense of the times and affinity of the discourse system. At the same time, paying attention to social hot spots and responding to the concerns of the times can give new vitality and vigour to traditional culture. Secondly, the discourse of IPC teaching should focus on innovative expression. The discourse expression of traditional culture is often historical and regional, and differs somewhat from the context of modern society. Therefore, when building the discourse system of the excellent traditional culture of ideology and politics, it is necessary to use modern discourse expression. That is, the ideological connotation of traditional culture is transformed into a form of discourse that is easy to understand, accept and spread. This can be achieved by adopting more vivid and imaginative expressions such as contemporary popular hot words and hot pictures. Last but not least, the practical application of the ideological and political discourse system should be strengthened. The ideological and political discourse system and the practice of ideological and political teaching should be combined. Through classroom teaching, campus cultural activities, and social practice in a variety of ways, the elements of traditional culture of ideology and politics should be integrated into the daily life of students. Students can feel the charm of traditional culture in practice and to strengthen the timeliness of the ideological and political education.

5 CONCLUSION

Chinese excellent traditional culture is the treasure of the Chinese nation, containing rich philosophical thoughts, moral concepts and humanistic spirit. IPC in colleges and universities, on the other hand, are an important position for cultivating students' worldview, outlook on life and values. In the tide of new liberal arts education, the organic fusion of Chinese excellent traditional culture and the ideological and political courses in colleges and universities is particularly crucial. This integration is not only a kind of inheritance and promotion of traditional culture, but also a kind of innovation and development of modern education concept. It helps to improve the cultural literacy and humanistic spirit of students, and can also better play the important role of the IPC in fostering virtue through education. The organic integration of Chinese excellent traditional culture and the IPC in colleges and universities is a continuous process. How to better balance the relationship between tradition and modernity, theory and practice, and how to ensure the quality and effectiveness of teaching. All these issues need to be explored and improved in our future practice. The study will continue to deepen the exploration and practice of this strategy, and keep exploring more effective teaching methods and means to cultivate new-age talents with a deep cultural heritage and a high sense of social responsibility in the context of the new liberal arts.

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