

Exploring the Path of Integrating Chinese-style Modernization Theory into the Activity-based Classroom of High School Ideological and Political Lessons

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Abstract: The report of the 20th National Congress of the Communist Party of China (CPC) outlines and elaborates the theory of Chinese-style modernization, a creative theoretical innovation, which is of great significance for today. The activity-based classroom of high school ideological and political class is the basis for cultivating students' core literacy, and it is necessary to tell the right history of Chinese-style modernization, tell the story of Chinese-style modernization, tell the reason of Chinese-style modernization, tell the faith of Chinese-style modernization, and tell the right voice of Chinese-style modernization in the activity-based classroom of high school ideological and political class. This is also the proper choice to run a good ideological and political class in high school under the new situation on the new journey of building a socialist modernized country in an all-round way.

Keywords: Chinese-style modernization theory, High school ideological and political class, Chinese-style modernization.

1. Foreword

The General High School Ideological and Political Curriculum Standards (2017 Edition Revised in 2020) (hereinafter referred to as the new curriculum standards) clearly states that it is necessary to "construct an activity-based subject curriculum led by cultivating the core qualities of ideological and political disciplines"¹, which requires that the construction of activity-based classrooms must be relied on to make the core qualities of the discipline fall to the ground. Thus, in the context of the new curriculum standards, how to better build high school ideological and political class activity-based classroom has become the focus of teaching attention. The report of the 20th National Congress of the Communist Party of China (CPC) 2 points out the historical mission of the CPC "to comprehensively promote the great rejuvenation of the Chinese nation through Chinese-style modernization", which reveals the essential attributes of Chinese-style modernization, Chinese characteristics and essential requirements. It further clarifies the strategic arrangement of Chinese-style modernization and the overall goal by 2035, puts forward the main tasks for the next five years and the major principles that must be grasped to achieve Chinese-style modernization, and systematically outlines the theory of Chinese-style modernization. This is invaluable to the construction of activity-based classrooms in high school ideological and political courses, and there is a feasible practical way to integrate the theory of Chinese-style modernization into activity-based classrooms in high school ideological and political courses.

2. The Connotation of Activity-oriented Classroom in High School Ideological and Political Courses

Zhu Mingguang, the head of the revision team of the ideological and political curriculum standard of the Ministry

of Education, interpreted the connotation of activity-based subject curriculum as the construction of the subject curriculum adopting activity design, that is, "the curriculum content is active"; or the subject content of the curriculum is a series of activities designed for systematic arrangement, that is, "activity design content"³, the construction of activity-based classroom is the meaning of the title. The activity-based classroom is the inevitable requirement of the activity-based subject curriculum. High school ideological and political class activity-based classroom is relying on a series of activities designed to guide students to independent learning, cooperative inquiry to promote the realization of the core qualities of the discipline form of teaching. This classroom teaching mode emphasizes that teachers should design a series of activities that can give full play to students' subjectivity on the basis of studying the teaching materials, researching the students and staying close to the society, so as to realize the cultivation of students' core qualities in ideological and political subjects, and to implement the fundamental task of establishing morality and educating people.

3. The Doctrinal Support for The Integration of The Theory of Chinese-style Modernization into The Activity-based Classroom of High School Ideological and Political Classes

3.1. The implementation concept of activity-based classroom in high school ideological and political class is consistent with the guiding ideology of Chinese-style modernization.

According to the new curriculum standards, the

implementation of the activity-based classroom of high school ideological and political lessons must adhere to the guidance of Marxism and its theoretical achievements of Chinese modernization, study the scientific theoretical system of Marxism, and educate students on the basic theoretical views of Marxism. The course aims to guide students to be firm believers in Marxism and enhance their political identity literacy, which is also the most fundamental and core task to be realized by the activity-based classroom-based high school ideological and political class. Chinese-style modernization theory consistently adheres to Marxism as the fundamental guiding ideology. Both have a distinct political orientation, showing a distinct ideological brand.

3.2. The goal of activity-based classroom in high school ideological and political class is highly consistent with the requirements of Chinese modernization.

The high school ideological and political class emphasizes the cultivation of students' core qualities in the discipline of ideology and politics through the implementation of activity-based classroom, which is also an inherent requirement of the nature of the discipline. High school ideology and politics is committed to enabling students to strengthen their political identity, promote the spirit of science, establish a sense of the rule of law, and participate in public affairs in an orderly manner, so that they can become new men of the times with faith, thought, dignity and responsibility. This coincides with the parenting requirements of Chinese-style modernization, and is conducive to providing solid talent support for Chinese-style modernization and building the talent foundation of Chinese-style modernization.

3.3. The content of the activity-based classroom in high school ideological and political science is intrinsically compatible with the Chinese-style modernization theory system.

The content of high school ideological and political courses is numerous and wide-ranging, and the entry point of Chinese-style modernization theory can be found in compulsory modules, optional compulsory modules and students' reading books. Through the course, students can be helped to clarify the Chinese characteristics and essential requirements of Chinese-style modernization, such as solid guarantee, strong leadership and fundamental position. With a clear understanding of the roots of the growth of Chinese-style modernization and the background of the times, students will be determined to take the road of Chinese-style modernization.

4. The Value Implications of Integrating Chinese-style modernization theory into High School Ideological and Political Classes

4.1. Promoting the quality and effectiveness of the Civics Program

The integration of Chinese-style modernization theory into the activity-based classroom of high school ideological and political courses is conducive to enriching the teaching

content of high school ideological and political courses and better playing the role of political leadership in high school ideological and political courses. The integration of Chinese-style modernization theory into high school ideological and political courses can deepen the reform and innovation of ideological and political courses, enhance the functions of high school ideological and political courses in shaping the soul and consensus cohesion, and improve the attractiveness and appeal of high school ideological and political courses.

4.2. Cultivating sound personalities in students

Integrating the theory of Chinese modernization into the activity-based classroom of high school ideological and political courses helps to cultivate students' national sentiment, enhance their national pride and sense of mission and responsibility, so as to shape students' balanced and perfect personalities, and implement the fundamental task of establishing morality and educating people. The integration of Chinese-style modernization theory into the activity-based classroom of high school ideological and political class is of great significance to the overall improvement of the quality of talent cultivation and the cultivation of pioneers capable of assuming great responsibilities for the overall promotion of the great rejuvenation of the Chinese nation.

4.3. Improving the quality of teachers' plastic in high school ideological and political courses

Teachers benefit from promoting their own professional growth by applying Chinese modernization theories throughout the whole process of activity-based classroom teaching in high school ideological and political courses and participating in related collective teaching and research, curriculum development and other activities. In this way, it helps to further improve the overall quality of the teaching force and strengthen the construction of the teaching force of high school ideological and political courses.

4.4. Learning better about Chinese-style modernization theory

The integration of Chinese-style modernization theory into the activity-based classroom of high school ideological and political class helps to enhance students' recognition of Chinese-style modernization theory. It can help students internalize the sense of responsibility and the spiritual character of the courageous mission, and externalize it into active and conscious behaviors and practical actions to actively participate in the construction of a strong nation.

5. Exploring the Path of Integrating the Theory of Chinese-style Modernization into The Activity-based Classroom of High School Ideological and Political Courses

5.1. Taking issues as the guide, telling the history of Chinese-style modernization

The road of Chinese modernization has gone through more than a hundred years of wind and frost, and has endured millions of trials and tribulations. It is a vast and magnificent history book, which is not only readable, but also enlightening, and it is a vivid material that can be used in the activity-based

classroom of high school ideological and political class. As the name suggests, the activity-based classroom of high school ideological and political class emphasizes the optimal design of activities, which can guide students to change their learning styles through the introduction and exploration of topics, and prompt them to experience the history of Chinese modernization in the activities of self-learning, cooperation and exploration. For example, in the teaching of the second box of the third lesson of Compulsory Study 1, "The Creation, Development and Perfection of Socialism with Chinese Characteristics", the teacher can set up the topic of "How do you think about the historical inevitability and scientific truth of socialism with Chinese characteristics?". The teacher can set the topic "How do we see the historical inevitability and scientific truth of socialism with Chinese characteristics?" and ask students to work in small groups to collect information and gain an in-depth understanding of the practical requirements of combining the basic principles of Marxism with China's concrete realities. This will make it clear that China does not copy the Soviet model, but insists on independence, self-reliance and taking China's own path. Students will understand that adherence to socialism with Chinese characteristics is the essential requirement of Chinese-style modernization, and adherence to the road of socialism with Chinese characteristics is the basic principle that must be firmly grasped by Chinese-style modernization.

5.2. Telling the story of Chinese-style modernization with the support of the situation

The theory of Chinese-style modernization must be told in the activity-based classroom of high school ideological and political class as a vivid story of Chinese-style modernization in order to exude the charm of the content. In the implementation of activity-based classroom of high school ideological and political class, the story of Chinese modernization can be vividly told through the creation of relevant situations and the selection of effective cases, so that it will become a household name by word of mouth. For example, in the teaching of the third lesson of Compulsory Study 2, the first box "adhere to the new development concept", the teacher can tell the story of three generations of Sehamba people in the sandy wilderness, "the sky is pale, the wild, the wind blowing the sand up a good barren", to create more than a million acres of man-made forests and fields, so that the Sehamba from a piece of barren sand to a piece of green, and ultimately composed a shocking "Green Miracle". The story of the struggle for the "Green Miracle". Teachers through the creation of Sehamba people determined to win the green defense of the situation, so that students feel the spirit of Sehamba in the context of the cultivation. By telling the green story of Sehamba, students understand that the new development concept must adhere to the green development, Chinese modernization is the modernization of man and nature in harmony, and the promotion of man and nature in harmony is the essence of the requirements of Chinese modernization.

5.3. Using Discursive Learning as a Way to Make Sense of Chinese-style modernization

Chinese-style modernization, breaking the myth of "modernization = Westernization", showing another picture

of modernization⁴, must be clear to students about the rationale for Chinese-style modernization. The new curriculum standard emphasizes that high school ideological and political class must strengthen discernment and adhere to positive value leadership, so the construction of high school ideological and political class activity-based classroom must make good use of discursive teaching. By clarifying the special characteristics of Chinese-style modernization, students are guided to establish correct life values in comparison and identification, to distinguish between right and wrong in life, and to make correct value judgments and value choices. For example, in the teaching of the third lesson of the first box of the third lesson of the Great Reform and Opening Up, teachers can guide students to debate the question of whether China needs reform and opening up, and clear the students' wrong ideas. Make students understand that reform and opening up is only in progress, there is no completion, China's reform and opening up achievements are only temporary, the road of reform and opening up is a long way to go, must, as always, long-term persistence. On this basis, let students understand that adherence to deepening reform and opening up is a major principle of Chinese-style modernization.

5.4. Taking practice as the carrier, telling the faith of Chinese-style modernization thoroughly

Chinese modernization is the modernization led by the CPC, and the road of Chinese modernization is a long searching road in the struggle, which must guide students to be firm practitioners of Chinese modernization. The new curriculum standard points out that classroom teaching and social practice activities must be combined, inside and outside the classroom, out of the classroom and into the community is a high school ideological and political classroom activity-based classroom should mean. Rich and colorful social practice activities can help students in the personal experience of cultivating emotions, in order to make the theory of Chinese modernization really into the brain into the heart into the line, we must appreciate the beauty of Chinese modernization in the social classroom. For example, when teaching the seventh lesson of the compulsory four, the third box "carry forward the excellent traditional Chinese culture and national spirit", in order to enable students to better carry forward the Chinese national spirit, teachers can organize students to the local red-themed memorial halls, history museums and other venues to conduct study tours. Through cultural relics, text, pictures, reliefs, simulated scenes and so on to lead students into the red memory, inherit the red gene, stimulate the powerful energy of the great national spirit, so as to ignite the spiritual fire in the hearts of students. The tour helps students to realize that Chinese modernization is a modernization that harmonizes material civilization and spiritual civilization, and that enriching people's spiritual world is the essential requirement of Chinese modernization.

5.5. Using the Internet as a platform to speak out the voice of Chinese-style modernization

In the era of education digitization, the activity-based classroom of high school ideological and political classes must pay attention to the development and use of new media resources on the Internet, broaden the activity platform, and

make good use of "WeChat, Weibo, and Client," so as to deepen the students' understanding of the theory of modernization of the Chinese style, and disseminate the voice of modernization of the Chinese style to the students. For example, in the teaching of the first lecture of the Student Reader on Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, teachers can instruct students to skillfully utilize cloud platforms such as Learning Power and Cloud Classroom to strengthen the thematic education on Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era. Thematic education. Through holding the online propaganda activities of the Spirit of the 20th National Congress, students are encouraged to participate in the thematic propaganda on the theory of Chinese-style modernization, and make the theory of Chinese-style modernization spoken, internalized, and manifested in action by recording their own propaganda videos. On this basis, it is clear that Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era provides a fundamental guideline for Chinese-style modernization, which is a modernization based on China's national conditions, overflowing with Chinese characteristics and displaying Chinese wisdom.

6. Conclusion

Chinese-style modernization theory draws a majestic and vast picture, the organic integration of Chinese-style modernization theory into high school ideological and political class activity-based classroom is not only a distinctive initiative to deepen the curriculum reform, but also to promote the spirit of the twentieth Communist Party of China into the campus, into the teaching materials, into the classroom, into the minds of students. General Secretary Xi Jinping bluntly said that the current situation of running a good ideological and political class should be treated from "the height of realizing the great rejuvenation of the Chinese nation" 5. Therefore, the integration of Chinese-style

modernization theory into the activity-based classroom of high school ideological and political class is the need of the hour and the situation. In the new era and on the new journey, it is necessary to tighten the doctrinal basis, explore the value of the purpose, and expand the integration path, so that the Chinese-style modernization theory can be brought to life in the activity-based classroom of high school ideological and political lessons.

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