

Cultivating People with Culture: A Study on the Coupling Path between Lingnan Culture and Ideological and Political Education based on "Speech and Eloquence"

Xuemei Zhang

School of Economics, Guangzhou College of Commerce, Guangzhou 511363, China.

Abstract: Culture is the foundation of a nation and the cornerstone of a country's prosperity. General Secretary Xi Jinping stressed that "we should cultivate people with culture and educate people with culture". As an important position for inheriting and spreading culture, colleges and universities have important practical significance in integrating Chinese excellent traditional culture into the construction of curriculum ideology and politics.

Keywords: Cantonese Culture; Ideological and Political Education; Coupling Strategy.

1. Introduction

As a representative of Lingnan culture, Cantonese culture boasts profound historical roots and rich connotations, providing abundant resources for the ideological and political integration of the "Speech and Eloquence" course. As a compass for education in the new era, the "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Fostering Virtue Through Education" clearly states that qualified socialist builders and reliable successors who develop comprehensively in terms of morality, intelligence, physique, aesthetics, and labor should possess the essence of Chinese culture, share the common ideal of socialism with Chinese characteristics, and have an international perspective and a sense of patriotism. To this end, the construction and implementation of ideological and political education in courses should revolve around the fundamental task of fostering virtue through education, embodying the role of value guidance in various disciplines, majors, and course systems, encompassing diverse fields such as culture, history, geography, philosophy, and others. This fully demonstrates the modern educational concept and pursuit of interdisciplinary integration and the cultivation of compound talents. Inherently, the "Speech and Eloquence" course has the characteristic of enabling audiences to accept certain propositions and viewpoints, with a wide range of applications, strong practicality, and highly motivating qualities. It can give full play to the role of ideological and political education in courses, breaking the current situation of isolated education, and enhancing the collective effort in integrated education.

2. Research Background

2.1. The Necessity of Ideological Guidance Throughout the Entire Process of Education and Teaching

At the National Conference on Ideological and Political Work in Colleges and Universities, General Secretary Xi stressed, "We must integrate ideological and political work

into the entire process of education and teaching, achieving holistic and all-round education, and striving to create a new situation for the development of China's higher education." Following this directive, various colleges and universities promptly utilized various courses such as basic courses, specialized courses, general education courses, and practical courses as channels for ideological and political education, deeply exploring ideological and political elements and educational resources, and organically integrating ideological and political education into classroom teaching activities and processes. As a new form of implicit ideological and political education, curriculum-based ideological and political education has entered the research field of colleges and universities and become a real-time hot topic in teaching research and reform. With its focus on students' listening, reading, speaking, evaluation, and practice, the "Speech and Eloquence" course inherently possesses the conditions for carrying out ideological and political education in a subtle and imperceptible manner. Therefore, it is imperative to seize the momentum of the curriculum-based ideological and political education teaching reform research and make it an essential tool for advancing ideological and political education.

2.2. Driving Forces Behind the Current Status of Ideological and Political Education Reform in Applied Undergraduate Universities

For a long time, the ideological and political education (IPE) functions embedded in disciplines other than dedicated IPE courses have not received sufficient attention. This has led to varying degrees of "silence" in the teaching of mainstream ideologies and dominant values, manifested as their absence in classroom discussions, textbooks, and even in interactions between educators and students. In applied undergraduate universities, where professional programs emphasize practical applications, curriculum design is predominantly grounded in natural cognition, with a notable lack of perspectives and orientations from the humanities and social sciences.

Currently, the two main pillars of IPE are the teaching of ideological and political theory courses and the moral

education work conducted by counselors. However, the integration of IPE into other courses, known as "curriculum-based IPE," remains relatively marginalized. In light of this, the general education programs in applied undergraduate universities must critically examine and reflect on the essence, mission, functions, and laws of IPE. It is imperative to achieve a return to innovative logic in curriculum-based IPE, elevate educational philosophies, transform the connotation of education for all-round development, and reconstruct the ecological system of IPE.

3. Research Objectives

Coupling refers to the phenomenon where two forms of movement interact, influence, and ultimately unite with each other. The coupling between Cantonese culture and curriculum-based ideological and political education (IPE) exhibits distinct characteristics, including inherent unity of goals, horizontal integration of content, vertical cohesion of structure, and precise implementation of teaching. This is attributed to the salient feature of integration inherent in curriculum-based IPE, which is not a standalone subject but requires integration with other disciplines to exert its guiding and educational effects.

Cantonese culture, as the most distinctive and influential branch of Lingnan culture, holds an irreplaceable position in the local research landscape. With a majority of students in higher education institutions in Guangdong Province hailing from various parts of the province, incorporating the vivid, intuitive, and content-rich Cantonese culture into curriculum-based IPE classrooms can significantly enhance the attractiveness of knowledge-based lessons, strengthen students' cultural identity towards their hometown, and better promote, preserve, transmit, and celebrate the outstanding Cantonese culture. It also adds a distinct "flavor" of IPE to general education courses.

Hence, the objectives of this study are clearly defined. Utilizing the "Speech and Eloquence" course as a vehicle, we aim to embark from the core of curriculum-based IPE, infusing the essence of Cantonese culture throughout the curriculum. This approach aims to achieve a harmonious blend of explicit and implicit education, balancing knowledge impartation with value guidance. Ultimately, we strive to educate students to deeply comprehend the intellectual essence and contemporary values embodied in Cantonese traditional culture, such as its pioneering vision of daring to be the first, its pragmatic spirit of striving for success, and its deep-rooted hometown sentiment of solidarity. Through this, we guide students to inherit the Chinese cultural heritage, fostering in them a Chinese heart, imbuing them with Chinese sentiments, and filling them with a rich Chinese flavor.

4. Overview of Cantonese Culture

Cantonese culture is distinguished by its unique linguistic features. Cantonese, the local dialect of the Cantonese people, boasts a distinctive pronunciation and grammatical structure, rich in phonological nuances that preserve many ancient Chinese sounds, setting it apart from Standard Mandarin. For instance, Cantonese boasts six to nine tones, embodying a melodic beauty that underscores its linguistic charm. Furthermore, Cantonese cuisine, renowned for its seafood, stewed soups, and dim sums, forms an integral part of the culture, exemplified by the widely cherished tradition of "morning tea."

In contemporary times, Cantonese culture has propagated through novel cultural industries such as film, music, and art, fostering a new ecosystem for its expression. In the realm of education, Cantonese culture has also permeated, with curriculum-based ideological and political education (IPE) incorporating local cultural elements to foster students' cultural identity. By merging traditional and modern educational philosophies, Cantonese culture modules are incorporated into curricula, emphasizing cultural roots.

However, the preservation of Cantonese culture amidst rapid urbanization poses challenges. Modernization threatens the transmission of many traditional crafts and customs, pushing them towards extinction. Thus, safeguarding and transmitting Cantonese culture within the fast-paced urban landscape has become a societal priority. Modern interpretations of traditional festivals, coupled with technological advancements and online platforms, have created a hybrid mode of transmission, enhancing cultural vitality and appeal.

It is crucial to note that Cantonese culture has maintained a distinct identity throughout its evolution, rooted in the collective identity and cultural confidence of the "Cantonese people." This fosters cultural cohesion, particularly in the globalized context, where Cantonese culture's dissemination and exchange demonstrate immense potential, contributing significantly to Chinese culture's diversity and historical continuity.

The value of Cantonese culture lies in its promotion of regional economic development, social harmony, and cultural self-confidence. Through cultural tourism, intangible cultural heritage preservation, and other initiatives, it enhances local economic value-added, fostering a virtuous cycle between culture and economy. Additionally, Cantonese culture profoundly influences modern societal values, advocating personal cultivation, family harmony, and coexistence, providing vital spiritual support for harmonious society construction.

The educational value of Cantonese culture is equally significant. Through integration with curriculum-based IPE, Cantonese culture not only serves as a content for Cantonese language learning but also enriches humanistic literacy and shapes values. It deserves a prominent place in the education system, nurturing students' cultural identity and appreciation for local traditions.

As a vital component of cultural heritage, Cantonese culture's characteristics and values enrich China's cultural diversity and offer insights for local cultural preservation and promotion amidst globalization.

5. Analysis of "Speech and Eloquence" Course in Integrating Cantonese Culture for Ideological and Political Education

The "Speech and Eloquence" course, by integrating Cantonese culture into its curriculum, aims to elevate students' comprehensive qualities and ideological and political perspectives. Cantonese culture, with its profound historical foundation, unique regional characteristics, and diverse cultural expressions, provides abundant materials and case studies for ideological and political education (IPE) embedded within the course. Incorporating Cantonese cultural elements into the course design not only serves as a means of transmitting traditional culture but also effectively

enhances students' humanistic qualities.

In classroom instruction, teachers leverage speech and eloquence training to selectively introduce Cantonese cultural anecdotes and historical figures, thereby stimulating students' social responsibility. For instance, discussing renowned Cantonese speakers like Huang Weizhong and Yu Shaohua's speaking styles and societal impacts encourages students to emulate their bravery in voicing opinions and advocating for the people. Additionally, by integrating Cantonese culture's integrity culture and family traditions, students are guided towards establishing correct values and life outlooks. Discussion sessions foster students' analysis of the relationship between Cantonese regional economics and culture, enhancing their understanding and critical thinking about social phenomena.

In terms of course evaluation, a multi-faceted assessment system is adopted, including speech contests and debates, where students are encouraged to autonomously select topics related to Cantonese culture for expression. This enhances their critical thinking and communication skills. Furthermore, by evaluating students' accurate comprehension of Cantonese culture and the ideological principles conveyed within their speeches, students are prompted to internalize and embrace these values through practice. Organizing Cantonese cultural events, such as Cantonese Culture Month and traditional festival celebrations, reinforces the practicality of IPE by immersing students in cultural experiences.

Teaching practices emphasize linking students with current social issues to explore the transmission and development of contemporary Cantonese culture. Analyzing the spread of cultural figures like Wuxi's talents and Zhaoqing's quyi (folk art) and their impacts on modern society, coupled with reflections on social events, fosters critical thinking. Meanwhile, modern technology, such as video analysis and online debates, integrates digital resources of Cantonese culture, enhancing course participation and interactivity.

Through these measures, the "Speech and Eloquence" course strives to integrate Cantonese culture with students' ideological and political education, nurturing a new generation of talents who possess not only excellent speech capabilities but also unwavering beliefs and a strong sense of social responsibility.

6. Exploring the Integration Pathway: Merging Cantonese Culture with Ideological and Political Education

6.1. Fusion Points of Culture and Ideological and Political Education

Cantonese culture offers a wealth of ideological and political education (IPE) materials within the "Speech and Eloquence" course, particularly in the realms of traditional culture, values formation, and interpersonal communication. The unique geographical features and historical backdrop of the Cantonese region create exceptional opportunities for the integration of culture and IPE, encouraging students to delve deeper into the essence of local culture and their social responsibilities through the mastery of speech techniques.

In the teaching process, utilizing Cantonese cultural elements such as Cantonese dialect expressions, the narratives of Cantonese opera, and folklore can enhance students' cultural identity and self-awareness. These cultural elements, when incorporated into specific speeches and presentations,

aid students in mastering the art of communication, enhancing the interest and appeal of their language expressions.

Specific integration pathways include: Curriculum Content Design: Incorporate classic Cantonese cultural cases into the curriculum. Through simulated speeches, teamwork, and role-playing activities, students can learn and understand the core values of IPE in practice. Evaluation Criteria Establishment: Develop scoring standards based on Cantonese cultural understanding and expression abilities, aligning with IPE objectives. This ensures that while mastering speech skills, students also consciously develop social responsibility and cultural pride.

To enhance operational feasibility, it is recommended to organize "Cantonese Cultural Heritage" themed speech contests, inviting experts and local cultural workers as judges. This not only sparks students' enthusiasm but also provides them with rich practical experience in showcasing local culture through speeches. Additionally, exploring a hybrid online-offline approach to establish a platform for cultural and IPE interactions, regularly inviting renowned Cantonese cultural researchers for lectures and sharing exemplary speeches, can enrich the curriculum.

In actual teaching, utilize diverse collaboration forms like group discussions and social media to facilitate student exchanges. For instance, organizing debates around Cantonese cultural phenomena can hone students' thinking and eloquence while enhancing their sensitivity and depth of thought towards social issues. Incorporating community service projects with regional characteristics as practical components encourages student participation in societal activities, strengthening their social responsibility and practical abilities.

Employing "Case Analysis" to integrate specific social issues with Cantonese cultural contexts, through analyzing exemplary speeches, can make students aware of the impact of individual speech on society, fostering the internalization of IPE concepts. Ultimately, the goal is to achieve a profound fusion of culture and IPE, nurturing new-era youth with a strong sense of local cultural identity, social responsibility, and excellent speaking abilities.

6.2. Course Coupling Strategies

The course coupling strategies for integrating "Speech and Eloquence" with Cantonese culture and ideological and political education (IPE) focus on several key aspects to achieve effective synergy. Firstly, in curriculum content design, integrating Cantonese cultural elements such as Cantonese literature, cuisine, and traditional customs enhances students' identification with local culture. By selecting real-life Cantonese cases for case analysis and discussing them in the context of speech techniques, students' practical abilities and cultural literacy are elevated.

Secondly, organizing thematic lectures featuring experts in Cantonese culture fosters deep discussions on the interplay between speech skills and Cantonese culture, enhancing both the professionalism and engagement of the teaching. Encouraging teamwork and organizing Cantonese culture-themed speech contests stimulates students' enthusiasm, nurturing their expression abilities and cultural confidence.

The practical component serves as the cornerstone of the course, with "Cultural Exploration" projects requiring students to conduct research in Cantonese cultural communities. This not only sharpens their research skills but also strengthens the connection between theory and practice,

enabling a deeper understanding of Cantonese culture through firsthand experience.

In terms of assessment mechanisms, a combination of formative and summative evaluations is introduced. Formative assessments encompass classroom participation, team projects, and practical exploration performances, focusing on process-oriented indicators. Summative assessments, through final speech presentations, comprehensively evaluate students' learning outcomes and comprehension of Cantonese culture.

Teachers play a pivotal role as informed facilitators, requiring continuous deepening of their understanding and application of Cantonese culture to enhance their own cultural literacy. Regular teacher training sessions are organized to strengthen the comprehension of culture as an integral part of IPE, improving the relevance and effectiveness of course instruction.

Coordination with other courses, especially those in history and sociology, is crucial. Forming interdisciplinary teaching teams integrates knowledge and perspectives from various disciplines, constructing a comprehensive curriculum system that promotes deep cultural understanding and application. Addressing challenges like insufficient teaching resources, a digital platform is established to consolidate multimedia teaching materials, making Cantonese culture dissemination more vivid and intuitive.

Methodologically, a blend of heuristic and participatory teaching is adopted, utilizing role-playing, group discussions, and other interactive formats to enhance student engagement. Multimedia technologies are leveraged through videos, audios, and other sensory-rich materials to deepen students' experiences. Collaboration with local cultural institutions facilitates research, practical training, and cultural exchange activities, broadening students' international perspectives and cross-cultural communication abilities.

Through the implementation of these strategies, the aim is to cultivate versatile talents with cultural literacy and exceptional speaking abilities, contributing to the dissemination and development of Cantonese culture.

7. Conclusion

Firstly, in light of the central government's directives, there have been marked changes in both the inherent requirements of curriculum development and the practical aspirations of both subjects and objects. Specifically, concerning public foundational courses, Mei Ruibin and others argue that emphasis should be placed on enhancing university students' ideological and moral cultivation, humanistic qualities, scientific spirit, constitutional and legal awareness, national security consciousness, and cognitive abilities. Through subtle means, this endeavor aims to fortify students' ideals and beliefs, instill patriotism, strengthen moral character, broaden their knowledge and horizons, foster a spirit of endeavor, and ultimately elevate their comprehensive qualities.

Secondly, the construction of ideological and political education integrated into courses must focus on the

fundamental values of university education, embodying the principles of being purposeful, lawful, and inevitable. Tan Zeyuan, for instance, identifies three key characteristics of this integration. In terms of establishing educational objectives, it is a unity of presupposition and generation. In terms of its existence, it represents a unity of independence and dependence. The objectives of ideological and political education can be likened to salt, while the content of various courses serves as water; the process of dissolving salt into water symbolizes the process of ideological and political education. As for content selection, it embodies a harmony between the contemporary and the historical, which aligns with the direction of this study. Wu Xing and others maintain that ideological and political education within courses should primarily take place in classrooms, relying heavily on the proactive role of teachers as agents of change. Teachers should be guided to shift their teaching mindset and inspire students to engage in deep learning and action.

Thirdly, one of the pivotal issues in this endeavor is converting research achievements into teaching content, fostering a positive interaction among discipline development, scientific research, and educational practice. Gao Deyi and his colleagues emphasize that university education should possess the combined force of a 360-degree moral education "melting pot," with ideological and political courses playing a leading role akin to the lead dancer in a group dance, inspiring resonance across all university courses.

In summary, delving deeply into the educational philosophy of integrating ideological and political education into courses, unraveling its historical logic, and exploring the institutional demands and practical pathways for current reforms are both inherent requirements for enhancing academic understanding and practical necessities for advancing real-world implementation. This approach fosters a holistic perspective that bridges theory and practice, ensuring the vitality and relevance of educational endeavors.

Acknowledgments

This paper is supported by the fund from the project of Guangzhou College of Commerce School-level Research Project: Cultivating People through Culture: A Study on the Coupling Path of Cantonese Culture and Ideological and Political Education Based on "Speech and Eloquence" (Project Number: 2021XJKCSZ008).

References

- [1] H. Zhu, SO Humanities. Research on the Hierarchical Teaching of Chinese in Higher Vocational Colleges Based on Application Module. *Journal of Nantong Vocational University*, 2019.
- [2] Lisen Chai, Rui Zhang. Value Coupling: A Study on the Theoretical Implication and Practical Path of Ideological and Political Education in Physical Education Courses. *Journal of Beijing Sport University*, 2022.
- [3] Yuting Huang. Research on the Application of Local Red Cultural Resources in the Teaching of Ideological and Political Courses in High Schools. *Educational Research*, 2023.