

# A Strategic Study on Integrating Homeland Feelings from the Perspective of Integrating Ideological and Political Courses

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**Abstract:** Ideology learning is an indispensable part of students' growth process, which is of great significance in enhancing their ideological level and cultivating their behavioral habits. The national sentiment reflects a person's attitude towards the country, which is the ideological and emotional qualities that should be possessed in the process of personal development. It is also an important component of the core literacy of ideology. As the leader of the ideology class, ideology teachers should possess a sense of patriotism, always carry the country and nation in their hearts, pay attention to the development status of the times and the country, melt their patriotism into the classroom teaching process, subtly guide students to establish a correct national concept, truly cultivate patriotism in classroom teaching, and cultivate students' sense of patriotism. Enhance teaching methods to foster a sense of national sentiment; Augment the instructional approach for nurturing national sentiment; Investigate teaching scenarios aimed at instilling patriotism, to offer both theoretical underpinnings and actionable recommendations for implementing ideological courses on cultivating patriotism.

## 1. Introduction

With China's increasing voice in the international arena, it is becoming increasingly important to enhance the national cohesion and cultivate people's patriotism. With a country in mind. Ideology learning is an indispensable part of students' growth process, which is of great significance in enhancing their ideological realm and cultivating their behavioral habits[1]. As the leader of the ideology class, ideology teachers should possess a sense of patriotism, always carry the country and nation in their hearts, pay attention to the development status of the times and the country, melt the patriotism into the classroom teaching process, subtly guide students to establish a correct national concept, truly cultivate patriotism in classroom teaching, and cultivate students' sense of patriotism[2]. Guiding students to "buckle the first button in life," setting them on a righteous life path, and nurturing capable socialist successors for the Party and the country is a contemporary imperative that demands careful consideration from ideology educators. In teaching, ideology teachers educate students on patriotism, aiming for them to have a clearer understanding of patriotism, understand the characteristics of ideology, devote themselves wholeheartedly to learning ideology knowledge, master subject literacy, and carry out activities under the guidance of patriotism to play their role[3]. Nowadays, there are problems in ideology education in China, such as insufficient depth of education content, insufficient focus on patriotism, relatively single teaching models, and a lack of richness and interest in teaching content, which seriously affect the cultivation of patriotism among middle school students[4]. Therefore, how to better utilize ideology education to cultivate students' patriotism is a topic that every ideology educator should delve into.

## 2. Problems existing in cultivating feelings of home and country in ideological and political course

### 2.1. Teaching objectives focus on knowledge implementation

Under the background of trial education, when some teachers of ideology set teaching objectives

according to curriculum standards, they mainly focus on implementing knowledge objectives, and the classroom lacks vividness and appeal, which makes it difficult to arouse students' emotional resonance with their feelings about home and country[5]. Teachers are the leading factor in using the classroom to cultivate the feelings of home and country, and they ignore the cultivation of feelings of home and country when teaching, which can't make students realize the importance of feelings of home and country [6]. Ideology education course, because of its strong abstraction and boring content, is difficult to stimulate students' interest. Especially for secondary vocational school students, compared with ordinary full-time middle school students, their own cultural literacy has a weak cultural knowledge base and weak theoretical understanding ability. If they rely entirely on the theoretical knowledge of full-time irrigation, the effect will be greatly reduced [7]. Students are the main body of the classroom and the object of cultivating the feelings of home and country. However, when interviewing students, it is found that in their eyes, grades and scores are more important than feelings, and they lack enthusiasm and initiative in learning about their feelings for home and country. In their study career, they pay more attention to mastering textbook knowledge and can get ideal scores. Going to an ideal university is the driving force for their continuous learning [8].

## **2.2. Choosing Traditional Teaching Methods**

It is crucial for teachers to effectively integrate their teaching content with national sentiment, develop teaching strategies, adopt teaching methods, and utilize different approaches during teaching. Teachers should choose teaching methods based on different lesson types, students' learning situations, and psychological characteristics, in order to achieve the expected teaching results[9]. Teachers usually attach great importance to imparting basic knowledge in the curriculum. They first explain the learning content based on the textbook, then write the teaching context of the chapters on the blackboard, and then require students to take notes and memorize them to achieve higher scores [10]. This rigid teaching format is not only detrimental to the cultivation of students' interest in learning, but also to their understanding of patriotism in textbooks, seriously affecting teaching efficiency. Students mainly take notes while listening to classes. Teachers lack communication and interaction with students during the teaching process, and there is also little communication between students. This method of using rote teaching methods to achieve classroom teaching goals is limited to established teaching routines and lacks innovation in methods. Students' understanding and perception of external things and textbooks are still in the development stage, which is caused by the immature development of their thinking while middle school students have not yet experienced social life. This means that in ideology education, teachers need to use various teaching methods and rich and interesting teaching content to guide students.

## **2.3. Obsolete selection of teaching cases**

During the learning process, it can provide students with ideological inspiration, behavioral guidance, emotional sublimation, help them understand knowledge, cultivate their ability to analyze and solve problems, and teach them how to learn. Cultivating students' sense of patriotism in the ideology classroom is more direct and effective than family education and social education. Neglecting the development of students' emotions in ideology education can have a negative impact on the cultivation of students' patriotism, which is not conducive to the generation and development of patriotism. Some teachers simply understand patriotism education as political education, and regardless of whether students have abundant emotions, high emotions, and high enthusiasm for learning, they must learn. In fact, this is a wrong idea and can bring many problems to patriotic education. During the listening process, it was found that some teachers lacked design in their teaching process and directly used the case studies provided in the textbooks for teaching, giving students the feeling of reading from the book. Over time, the ideology class seemed to students as a dull and boring classroom. Teachers are the dominant force in the classroom. If effective means and methods cannot be used to impart knowledge to students, and the learning process of students lacks the activity experience of cultivating emotions, it is difficult to stimulate students' interest in learning, which seriously affects the effectiveness of cultivating patriotism.

### 3. Implementation Strategies of Feelings of Home and Country Education in Ideology Teaching

#### 3.1. Deepen students' understanding of the feelings of home and country

Feelings of home and country are a person's deep love for his country and people, and an ideal pursuit of the country's prosperity and people's happiness. It is the embodiment of a high sense of identity, belonging, responsibility and mission to our country, and it is a deep-seated cultural and psychological code. Strengthening the cultivation of feelings of home and country will not only help students correctly understand the relationship among individuals, families and countries, but also help students integrate their personal dream pursuit into the cause of the party and the country, enhance their historical and cultural identity, road identity, institutional identity and theoretical identity, and consolidate the position of Marxism in ideology. Political teachers can educate students about their feelings of home and country in teaching, which can organize students to carry out inquiry learning and deepen their understanding of their feelings of home and country. This paper investigates the relationship between feelings of home and country and students' daily behavior. A means resolutely resisting, B means appropriately resisting, and C means never resisting. The survey results are shown in Figure 1.

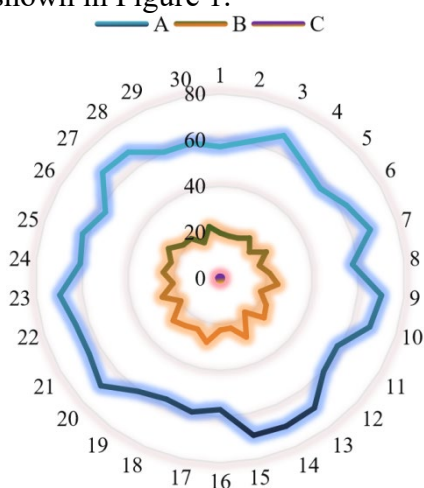


Figure 1 The specific practice of the feelings of home and country.

As shown in Figure 1, 63.42% of the students answered "resolutely resist", 22.28% answered "appropriately resist" and only 0.91% answered "never resist". It can be seen that a large part of current students can stand firm in their patriotic stance and resist goods from countries that are conducive to conflict with China when facing national conflicts. To sum up, students' feelings of home and country have been well practiced. Teachers should pay attention to students' learning psychology when cultivating students' feelings of home and country, stimulate students' thinking and exploration by setting effective questions for students, and deepen students' understanding of their feelings of home and country.

#### 3.2. Cultivate students' feelings of home and country

When students understand the feelings of home and country, they need to study based on their real life, understand the positive significance of the feelings of home and country, and change their learning attitude. Teachers can stimulate students' thinking through case comparison in teaching, so that students can realize the guidance of home and country feelings to individuals. Affection education for home and country can enrich students' spiritual world, enhance their spiritual strength and make them realize their positive role in national development. In this paper, we made an investigation on the cultivation of the feelings of home and country, in which I means the cultivation of behavior, II means the stimulation of emotion, and III means the imparting of knowledge. The investigation results are shown in Figure 2.

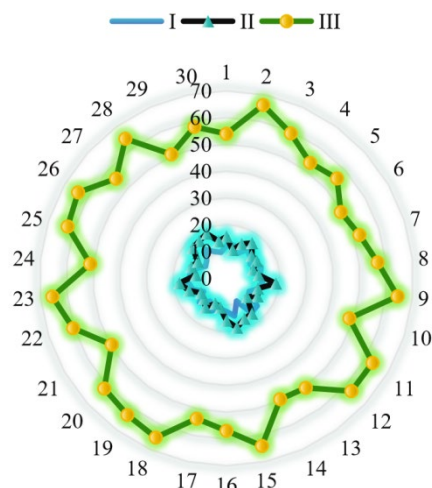


Figure 2 What kind of cultivation should be paid attention to in family feelings?

As shown in Figure 2, 57.75% students think that their teachers pay more attention to imparting knowledge, accounting for the largest proportion. In addition, only 14.04% students think that teachers pay more attention to emotional stimulation and 12.18% students think that teachers pay more attention to the cultivation of behavior. According to this result, it can be seen that the teachers of ideology mostly focus on the teaching method when cultivating the feelings of home and country, and pay more attention to the transfer of knowledge to students, which is mainly reflected in the fact that there are a lot of knowledge points that need to be recited and memorized by students in the process of preparing lessons and teaching. While enjoying the welfare of national development, students should also see their responsibilities in the process of national development and establish feelings of home and country. At the same time, the feelings of home and country are connected with the development history of our country, which is not only advocated by traditional culture, but also the pursuit of people's life. Students express their opinions through their own supermarket shopping experience, and think that people are easily tempted when faced with money and material things. Only when there is a country and people in mind can we maintain a correct view of money. Only the money earned through your own efforts can be used for consumption. It can be seen from the students' communication that the sharp contrast of life stories is helpful for students to establish the consciousness of being masters of the country and make the right choice when facing money.

### 3.3. Attract students' attention to understand their national sentiment

Under the guidance of the situation, students can discover the concrete manifestation of their patriotism, feel how people build a beautiful home and inherit culture under their patriotism, and enhance their awareness of patriotism. Teachers can use multimedia information technology to provide students with rich materials, familiarize them with their national feelings, and attract their learning attention. In teaching, multimedia was used to display many images of traditional Chinese culture to students, such as asking them to "guess who I am" through the rich and meaningful oracle bone inscription emoticons, and the unique ancient oracle bone inscription was "resurrected" in a warm classroom atmosphere; Also, in the wonderful stories of Paper Cuttings and shadow play, the students deeply felt the endless charm of Chinese culture, which is enduring and new. This article investigates the cultivation of patriotism in the classroom, with a indicating frequent occurrence, b indicating occasional occurrence, and c indicating rare occurrence. The survey results are shown in Figure 3.

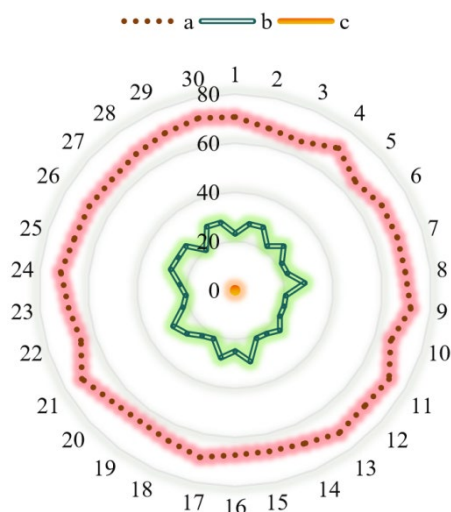


Figure 3 Cultivating a sense of patriotism in the classroom

As shown in Figure 3, the proportion of students who "frequently have" is 69.01%, with the highest proportion; 24.56% of students answered 'sometimes', which is relatively small; The proportion of students who answered 'very few' is 0.87. From this, it can be seen that in the current teaching process of ideology courses, ideology teachers are able to consciously select teaching materials with a sense of patriotism and attach more importance to cultivating a sense of patriotism. Students can learn ideology knowledge around their patriotism, understand history, care about current events, exert their subjective initiative, establish correct values, and become qualified successors. Through the cultivation of patriotism, we guide students to firmly follow the Party, unify love for the Party, patriotism, and socialism, firmly uphold the ideal and belief of the great rejuvenation of the Chinese nation and the Chinese Dream, and contribute wisdom and strength to the Party, the motherland, and the people.

#### 4. Conclusions

To sum up, ideology education is an important way of moral education in China, and cultivating students' patriotic feelings is the most critical task. Junior high school is an important stage of students' values and emotional development. Patriotism education plays a positive role in guiding students' future development and can guide students to combine their own development with national development. Ideology course is a moral education course with moral education as its key task. The prosperity of the motherland and the construction and development of the society need the continuous efforts of the Chinese people, and Qi Xin has made concerted efforts. Among them, young students, as new people in the era of national rejuvenation, need to firmly establish socialist beliefs and cultivate patriotic feelings. It is an important goal to cultivate students' feelings of home and country in the course of ideology, which requires not only teachers' active efforts, but also the active actions of schools, parents and the whole society, so that students can internalize their feelings of home and country in their hearts and show them in their actions, and make progress consciously, so that their feelings of home and country become a basic bottom line in their hearts, thus promoting their growth and success. Therefore, inspiring and cultivating every student's sense of identity, pride and self-confidence, sense of responsibility and protection for society and people are the ideas and concepts that the majority of teachers of ideology must convey to students in the cultivation of their feelings for home and country.

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