

The Application of Marxist Theory in Senior High School Ideological and Political Education Courses from the Perspective of "Three-Complete Education"

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Keywords: Three-Complete Education; Senior High School; Ideological and Political Education Course; Marxist Theory; Application Principle; Application Path

Abstract: Under the background of educational reform, in order to explore how to improve the teaching quality of ideological and political education (IPE) courses in senior high schools and cultivate students' correct values, this article deeply discusses the application of Marxist theory in IPE courses in senior high schools under this vision. In this article, the concept of "three-complete education", the nature and goal of senior high school IPE course and the core essence of Marxist theory are elaborated in detail, and the importance and feasibility of applying Marxist theory are analyzed, and the principles of scientificity, systematicness and pertinence are put forward. Furthermore, explore the application path from the dimension of all-staff, whole-process and all-round education. The research shows that through the rational application of Marxist theory, students can be helped to establish correct three views, improve the effectiveness of IPE course teaching, and meet the requirements of three-complete education. Through this study, it is expected to promote the IPE course in senior high school to better play the educational function of Marxist theory under the guidance of the concept of "three-complete education" and cultivate new people with firm Marxist beliefs.

1. Introduction

With the continuous advancement of education reform, "three-complete education" has become an important concept and practical path to fully implement the fundamental task of educating people in Lide [1]. As a critical period for the formation of students' values, senior high school IPE courses shoulder the heavy responsibility of cultivating students' correct world outlook, outlook on life and values [2]. Judging from the needs of the development of the times, the world today is experiencing a great change that has never happened in a hundred years, and multicultural thoughts are stirring each other. In this environment, high school students are easily influenced by all kinds of bad ideas [3]. As a scientific world outlook and methodology, Marxist theory can provide high school students with a solid ideological weapon, help them distinguish right from wrong and strengthen their ideals and beliefs in a complex social environment.

From the perspective of education and teaching objectives, the IPE course in senior high school aims to cultivate socialist builders and successors with good political literacy, moral quality and concept of rule of law [4]. Marxist theory is the core content of IPE course, and its effective application can deepen students' understanding of course knowledge, improve teaching quality and effect, and make IPE course truly become a key course to cultivate people [5].

However, at present, there are still some shortcomings in the research on the application of Marxist theory in senior high school IPE courses from the perspective of "three-complete education". Part of the research focuses on theoretical elaboration and lacks in-depth exploration at the practical level [6]. Others are limited to a single education dimension, and fail to comprehensively and systematically analyze the organic combination of three-complete education and the application of Marxist theory. In view of this, this study will be devoted to in-depth analysis of the internal relationship between the concept of three-complete education and the application of Marxist theory in senior high school IPE courses, and explore more effective application principles

and paths.

2. Three-complete education and high school IPE courses and Marxist theory

Three-complete education, that is, all-round education, all-round education and all-round education, is a comprehensive and systematic educational concept. All-staff education emphasizes that all school staff, including teachers, administrators, logistics personnel, etc., should assume the responsibility of educating people and form an educational synergy [7]. The whole process of educating students pays attention to the continuity and stages of the whole education process from enrollment to graduation, and the education work runs through all links of high school education. All-round education requires making full use of various educational resources such as schools, families and society to create an all-round educational environment, so that students can be edified and cultivated in diverse educational situations. This idea aims to build a three-dimensional education system and promote students' all-round development. The IPE course in senior high school is the key course to carry out the fundamental task of cultivating people by virtue, which has distinct ideological, political, comprehensive and practical features [8]. Its nature determines that the course is guided by Marxism and its fundamental purpose is to cultivate socialist core values. Marxist theory consists of Marxist philosophy, political economy and scientific socialism. Marxist philosophy reveals the general laws of the development of nature, society and human thinking, and provides a scientific world outlook and methodology for people to understand and transform the world.

3. Importance and feasibility of applying Marxist theory in senior high school IPE course

(1) Importance

Table 1: Manifestations of the Impact of Marxist Theory on Students across the Three-Dimensional Approach of Holistic Education

Dimension	Knowledge Impact	Ability Impact	Values Impact	Career Impact	Social Impact
All-Staff Education	Teachers enrich knowledge; staff assist learning.	Teachers hone logic; staff develop coordination/practical skills.	Teachers transmit values; staff foster dedication/labor ethic.	Teachers guide values; staff emphasize service/vocation.	Teachers inspire engagement; staff encourage participation.
Whole-Process Education	Grade 10: Dialectics; 11: Economics; 12: Trends.	Grade 10: Analysis; 11: Interpretation; 12: Planning.	Grade 10: Self-concept; 11: Wealth outlook; 12: Ideals.	Grade 10: Career inspiration; 11: Economic planning; 12: Construction commitment.	Grade 10: Observation; 11: Issue analysis; 12: Participation.
All-Aspect Education	Classroom: Theory; Activities: Culture; Practice: Realities.	Classroom: Critical thinking; Activities: Collaboration; Practice: Problem-solving.	Classroom: Worldviews; Activities: Value ID; Practice: Responsibility.	Classroom: Career guidance; Activities: Ethics; Practice: Orientation.	Classroom: Hot topics; Activities: Engagement; Practice: Responsibility.

In the era of information explosion, high school students are facing the impact of multicultural thoughts. Marxist theory, with its scientific and revolutionary nature, provides students with a correct understanding of the world and life perspective [9]. By studying Marxist theory, students can understand the inevitable trend of the development of human society, thus establishing the belief of striving to realize the lofty ideal of communism and the common ideal of Socialism with Chinese characteristics, and guiding them to make correct choices on the road of life.

The IPE course in senior high school aims to convey correct ideas and value systems, but the traditional teaching methods are sometimes difficult to stimulate students' interest. The application of Marxist theory can enhance the persuasiveness and appeal of the course [10]. Taking Marxist

political economy as an example, its profound analysis of the root causes of capitalist economic crisis can help students better understand the operation law of market economy and the superiority of China's socialist economic system, and make the teaching content more profound and attractive. Three-in-one education emphasizes all-staff, whole-process and all-round education. The performance of the influence of Marxist theory on students in the dimension of three-complete education is shown in Table 1.

(2) Feasibility

The textbooks of senior high school IPE courses are closely centered on Marxist theory. For example, Ideological and Political Compulsory Course 4: Philosophy and Culture focuses on the basic principles of Marxist philosophy; IPE Course 2: Economy and Society permeates Marxist political economy. This kind of content arrangement provides convenience for teachers to apply Marxist theory in teaching. Teachers can naturally integrate relevant theories according to the course progress and knowledge points, and deepen students' understanding of the course content.

Most senior high school ideological and political teachers have received systematic education in Marxist theory and have a solid professional knowledge base. Through continuous participation in training and academic seminars, teachers can update their knowledge in time and improve their ability to apply Marxist theory. They can not only accurately explain the theoretical connotation, but also guide students to think with practical cases, and transform abstract theories into vivid teaching contents, which provides a strong teacher guarantee for the application of Marxist theory in IPE courses.

The current education policy strongly supports Marxist theoretical education and emphasizes the important position of IPE courses. The school actively creates a good campus cultural atmosphere and carries out various Marxist-related theme activities, such as reading sharing meetings and speech contests. Furthermore, all walks of life pay more and more attention to the ideological and moral construction of teenagers, which provides a favorable external environment for the application of Marxist theory in IPE courses in senior high schools. These factors work together to make the application of Marxist theory in senior high school IPE courses have a solid practical foundation.

4. Principles and paths of applying Marxist theory in senior high school IPE courses

(1) The application principle

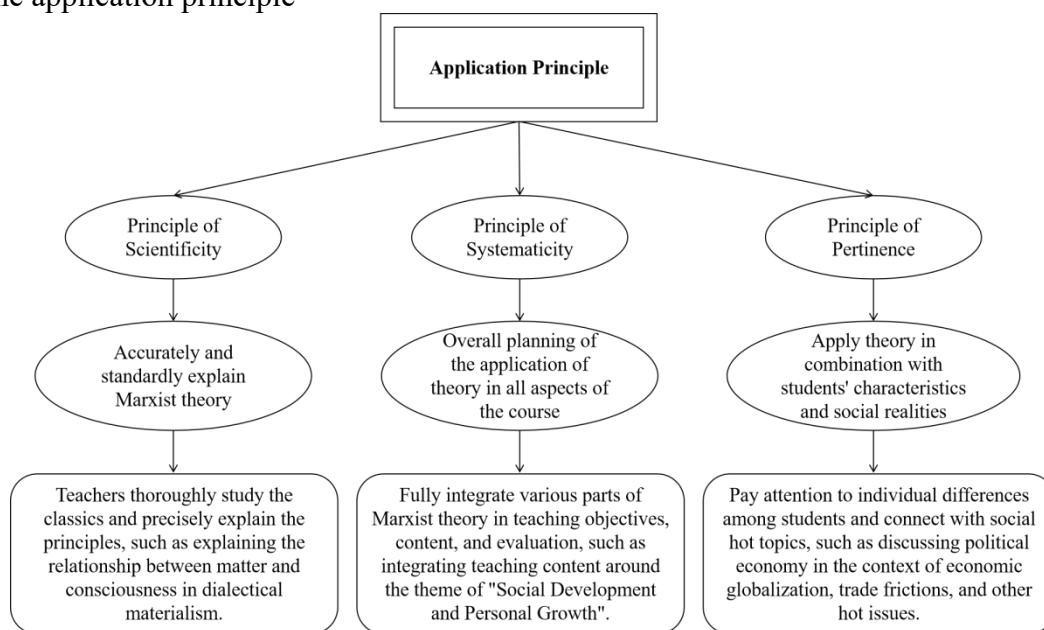


Figure 1 Application principle and teaching embodiment

The scientific principle is to ensure the accurate interpretation of Marxist theory and the standardization is the first principle. Teachers of IPE courses must treat Marxist theory with a

rigorous attitude, study classic works in depth, and accurately grasp its core essence, spiritual essence and theoretical essence. In the teaching process, we should avoid one-sided interpretation or wrong interpretation of the theory and guide students to establish a scientific view of Marxism. Systematic principle: Marxist theory is a complete scientific system, and its application in all aspects of the course should be planned as a whole in the teaching of IPE courses in senior high schools. From the setting of teaching objectives, the organization of teaching content to the implementation of teaching evaluation, we should reflect the system. Teachers should organically combine Marxist philosophy, political economy and scientific socialism, so that students can fully understand the internal logic of Marxist theory. The principle of pertinence is the combination of students' characteristics and social reality, and the application of theory is the key to improve teaching effectiveness. High school students are in the stage of rapid physical and mental development, with different cognitive levels and hobbies. Teachers should pay attention to the individual differences of students and choose appropriate teaching methods and cases according to the actual situation of students. Furthermore, closely contact with social hot issues, guide students to analyze reality with Marxist theory, and enhance students' sense of identity with the theory. The application principles are shown in Figure 1.

(2) Application path

All school staff should become participants in Marxist theoretical education. Teachers should play a leading role, not only imparting knowledge in the classroom, but also setting an example in daily communication to show the ideological charm of Marxism. In the management work, administrative personnel provide students with a good learning and living environment under the guidance of Marxist mass viewpoint and service consciousness, which exerts a subtle influence on students. Through excellent service, logistics personnel practice the Marxist concept of labor and cultivate students' quality of respecting and loving labor.

Courses should continue to permeate Marxist theory at different stages. The first grade of senior high school pays attention to enlightenment education, and guides students to understand the basic viewpoints of Marxist philosophy and cultivate their dialectical thinking ability through vivid cases and stories. In the second year of senior high school, the principles of Marxist political economy are explained in depth, and the students can understand the economic laws and social development trends in combination with the actual economic life. The third grade of senior high school focuses on the guidance of scientific socialism theory, guiding students to strengthen their ideals and beliefs and clarify their social responsibilities and historical missions.

Educators should apply this theory through classroom teaching and campus activities. Among them, classroom teaching is the main channel, and teachers should adopt diversified teaching methods to let students actively participate in learning. Campus activities are an important supplement. Schools can carry out cultural performances and knowledge contests on the theme of red culture to create a strong Marxist cultural atmosphere. In addition, schools should also use campus radio, publicity columns and other propaganda positions to spread Marxist theoretical knowledge and advanced deeds.

5. Conclusions

This article focuses on the application of Marxist theory in senior high school IPE courses from the perspective of "three-complete education". In the current educational environment, the concept of "three-complete education" points out the direction for the teaching of IPE courses in senior high schools. As the core content of IPE courses, the effective application of Marxist theory is very important.

It is found that integrating Marxist theory into senior high school IPE courses is of great significance to students' growth and curriculum development. It not only helps students to establish a correct world outlook, outlook on life and values under the impact of multiple ideological trends, but also lays an ideological foundation for their lifelong development, and can enhance the effectiveness of ideological and political teaching and make the course more convincing and appealing. Furthermore, the application of Marxist theory is highly consistent with the requirements

of "three-complete education", which runs through all aspects of all-staff, whole-process and all-round education. It is feasible to realize this integration. The relevance of curriculum content provides the foundation for it, and the textbooks of IPE courses in senior high schools are closely linked with Marxist theory; Teachers' literacy support is the key, and ideological and political teachers have a solid theoretical foundation and teaching ability; Educational environment is indispensable, and policy support and good campus cultural atmosphere create favorable conditions. In order to effectively apply Marxist theory, teachers should follow the principles of scientificity, systematicness and pertinence, ensure that the theoretical interpretation is accurate and standardized, plan the whole teaching system, and make the teaching content fit the students and reality. Relevant personnel should realize the deep integration of Marxist theory in senior high school IPE courses through multiple paths such as educating all staff, educating all students and educating all students in all directions.

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