

Practical Models of Localization in Ideological and Political Education in Rural Primary and Secondary Schools under the Rural Revitalization Strategy

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Abstract: Under the background of rural revitalization strategy, there are some problems in the ideological and political education (IPE) in rural primary and secondary schools, such as the content is divorced from reality, the teaching method is single, and the resource supply is insufficient. Based on the educational concept of "localization", this paper discusses its localization practice path, and puts forward a localization education model based on local cultural resources, students' life experience and diversified teaching methods. The research shows that this model can effectively enhance students' value recognition and cultural self-confidence, and enhance the reality and appeal of education. Constructing a systematic and sustainable localization education mechanism is a feasible way to promote the high-quality development of rural IPE.

1. Introduction

After the rural revitalization strategy was put forward, it gradually became one of the key directions of national development. The strategy not only pays attention to rural economic revitalization and industrial upgrading, but also emphasizes the coordinated development of education, culture and ecology. Under this background, the development of rural basic education has become an important support to realize rural revitalization [1]. Ideological and political education, as a key part of implementing the fundamental task of moral education, its implementation quality in rural primary and secondary schools directly affects the formation of teenagers' values and the cultivation of social responsibility [2]. In terms of course content, there is a tendency of "urbanization", which is out of touch with the life experience and cultural background of rural students, making students lack a sense of identity and participation [3]. Furthermore, the rich rural local culture, red resources, farming traditions and other local educational resources have not been effectively integrated into the IPE system.

In this context, the educational concept of "localization" began to attract attention. "localization" emphasizes that education should be based on local reality, combine local culture, historical tradition and social life, and construct educational content and methods with local characteristics and cultural identity. This educational model can not only enhance students' sense of identity and belonging to their hometown, but also enhance the reality and appeal of education, so that IPE can really take root [4]. The core of localization IPE is "close to life, close to reality and close to students". It requires educators to make full use of local cultural resources, historical figures, red relics, farming practices, etc. when designing teaching content, and turn them into educational teaching materials [5]. Furthermore, teaching methods should be more flexible and diverse, such as field trips, project learning, community participation and other forms, so that students can get emotional experience and value guidance in real situations.

It is of great practical significance and theoretical value to construct a systematic, feasible and sustainable localization IPE practice model for rural primary and secondary schools. This paper mainly analyzes the current situation of IPE in rural primary and secondary schools under the background of rural revitalization strategy, discusses the applicability and feasibility of localization education concept in rural schools, and further puts forward the localization IPE model with practical guiding significance.

2. The current situation of IPE in rural primary and secondary schools

Under the background of the country's comprehensive promotion of rural revitalization strategy, the development of rural education has been paid more and more attention. As an important part of basic education, ideological and political education in rural primary and secondary schools undertakes the important mission of guiding students to establish correct values and enhancing national identity and social responsibility [6]. However, IPE in rural primary and secondary schools still faces many practical challenges, which are mainly reflected in the uneven allocation of educational resources, the fact that teaching content is divorced from rural reality, the single teaching method and the weak teachers.

The unbalanced allocation of educational resources seriously restricts the improvement of IPE quality. Compared with urban schools, rural schools are obviously lagging behind in teaching facilities, teaching materials resources and information construction. Many rural primary and secondary schools lack systematic IPE resource base, and teachers can only rely on unified textbooks to teach, which is difficult to expand in combination with local conditions. Furthermore, due to the limited financial input, some schools can hardly guarantee even the basic ideological and political lessons, which leads to the marginalization of the courses.

The teaching content is out of touch with the life experience of rural students. At present, ideological and political teaching materials are mostly written from the perspective of the city, and teaching cases and situation settings are generally based on urban life, which is far from the living environment of rural students. For example, when explaining topics such as "social responsibility" and "civic awareness", the textbooks mostly focus on urban voluntary service and community participation, while ignoring the familiar contents of agricultural production, family responsibility and neighborhood mutual assistance of rural students [7]. This "urbanization" tendency weakens students' sense of learning substitution and affects the actual effect of education.

The teaching method is relatively simple, lacking practicality and interactivity. Most rural schools are still dominated by traditional lecture-based teaching, and the classroom is dominated by teachers' speaking and students' listening, lacking discussion, inquiry and practical activities [8]. This teaching method is difficult to stimulate students' interest, and it is not conducive to the internalization of knowledge and value recognition. Although some schools try to carry out thematic activities or moral education practice, they often become a mere formality because of the lack of systematic planning and long-term mechanism, and it is difficult to form a lasting impact.

The weakness of teachers is also a key problem that restricts the development of rural IPE. On the one hand, there is a shortage of professional ideological and political teachers, and many schools are part-time teachers in Chinese, history and other disciplines, lacking systematic theoretical literacy and teaching method training; On the other hand, due to the hard working conditions and low pay, it is difficult for excellent teachers to take root in the countryside for a long time, resulting in a large turnover of teachers and uneven overall quality.

The lack of family education and social support system also brings challenges to IPE. Rural families generally do not pay enough attention to ideological and moral education, and some parents have low education level and lack scientific education concept. Furthermore, there are some shortcomings in the integration of moral education resources in rural communities, and the cooperative education mechanism between home and school is not perfect, which makes it difficult for schools to form a joint force and affects the overall education effect.

3. Practical path of localization IPE

3.1. Localization of educational content

Localization IPE should first be reflected in the localization and integration of educational content. Rural areas are rich in local culture, red resources, agricultural traditions and other educational resources. These resources have distinctive local characteristics and cultural identity value, and are the key materials of IPE. In some areas, the deeds of local revolutionary martyrs, red sites, traditional festivals, and family style and family training can be integrated into the curriculum

content. In this way, students can subtly receive values education such as patriotism and collectivism in the process of understanding the history and culture of their hometown.

In order to better reflect the implementation mode of content localization, Table 1 shows the specific practice of integrating local resources into the IPE curriculum in a rural primary school.

Table 1 Example of Localized Integration of Moral and Political Education Content in a Rural Primary School

Teaching Theme	National Curriculum Content	Local Resource Integration	Teaching Method
Patriotism Education	Understanding the national flag, emblem, and anthem	Introduction to local revolutionary heroes	Lecture + Field Visit
Family Responsibility	Understanding family roles	Sharing local family values and traditions	Group Discussion + Interview
Labor Values Education	Cultivating labor awareness and responsibility	Organizing farm experience activities	Practice + Reflective Writing
Social Responsibility	Awareness of community service	Analysis of local mutual aid cases	Scenario Simulation + Role Play

3.2. Localization of teaching methods

In rural IPE, the traditional teaching method is quite common. However, it is difficult to stimulate students' interest and internalize values into students' own cognition. Therefore, localization education emphasizes diversified and situational teaching methods, and attaches great importance to students' active participation and emotional experience.

For example, project-based learning, community service, field trip, role-playing and other teaching methods can be used to guide students' values in real situations. Taking a rural middle school as an example, when carrying out "ecological civilization education", the school organized students to go to the rivers near the village to carry out on-the-spot investigation, investigate the water pollution situation, write an investigation report and put forward suggestions on governance. This teaching method not only strengthens students' awareness of environmental protection, but also improves their sense of social responsibility and practical ability. Table 2 shows the applicability and effect of different teaching methods in rural ideological and political classroom.

Table 2 Common Teaching Methods in Rural Moral and Political Education and Their Effects

Teaching Method	Applicable Content	Key Implementation Points	Teaching Effect
Situational Teaching	Patriotism, Social Responsibility	Create real or simulated situations	Enhances immersion and emotional resonance
Project-Based Learning	Labor Education, Ecology	Group collaboration, task completion	Improves practical skills and teamwork
Field Visits	Red Culture, Local History	Organize on-site visits	Broadens perspectives and deepens cultural identity
Discussion-Based Teaching	Family Responsibility, Citizenship	Guide students to express opinions	Develops critical thinking and communication skills
Reflective Writing	Values Education, Personal Growth	Encourage students to record reflections	Promotes self-reflection and value internalization

4. Localization IPE mode construction

4.1. Construction principle

The construction of the localized IPE model should follow the following basic principles: First, adhere to the student-centered approach, focusing on students' cognitive level, life experience and value needs; second, adhere to the localization orientation, make full use of local cultural and historical resources as well as realistic contexts to enhance the sense of reality and cultural identity in education; third, adhere to systematic thinking, coordinate multiple elements such as curriculum, teaching, faculty and assessment, so as to ensure the integrity and sustainability of the educational model.

4.2. Pattern framework

Based on the above principles, a four-in-one localization IPE model framework can be constructed. Among them, the goal system is guided by the national IPE goal, combined with the development needs of rural students, and establishes the educational goal with "value identification, cultural self-confidence and social responsibility" as the core; The content system revolves around the national curriculum standards and integrates local cultural resources to form a three-level system of "national curriculum+local curriculum+school-based curriculum"; The implementation system adopts diversified ways such as situational teaching and project learning to promote the linkage between classroom, community and family; The assessment system focuses on the process assessment, supplemented by the result assessment, and pays attention to the internalization of students' values and behavior performance. Table 1 shows the constituent elements of this model and their relationships.

Table 3 Composition of the Localization-based Ideological and Political Education Model

Dimension	Content	Implementation Methods	Educational Function
Educational Goals	Value identification, cultural confidence, social responsibility	Guided through curriculum and activities	Clarify direction, build consensus
Teaching Content	National curriculum + local resources + school-based courses	Curriculum integration, course development	Provide resources, enrich educational content
Teaching Implementation	Situated teaching, project-based learning, field practice	Diversified instruction, home-school-community collaboration	Stimulate interest, deepen understanding
Assessment System	Process-oriented assessment + behavior observation + growth records	Student portfolios, teacher observation	Provide feedback, support development

4.3. Implementation guarantee

In order to ensure the effective operation of localization IPE mode, it is necessary to provide guarantee from the aspects of system, resources and teachers. First of all, we should establish a policy support mechanism, incorporate localization education into local education development planning, and clarify the autonomy of schools in curriculum setting and resource development. Secondly, we should strengthen teacher training, improve teachers' localization curriculum design and teaching ability, and encourage teachers to participate in the excavation and transformation of local resources. Once again, it is necessary to integrate local resources, establish cooperative relationships with village committees, cultural institutions, and red bases, and build off campus educational practice platforms. Finally, a dynamic assessment mechanism is established, and through regular investigation and feedback, the educational content and teaching methods are continuously optimized to ensure the continuous improvement of localization education mode.

5. Conclusions

This study focuses on the localization practice of IPE in rural primary and secondary schools under the background of rural revitalization, with the aim of exploring IPE paths that are in line with rural reality and have local characteristics. Aiming at the problems existing in the current rural IPE, such as "urbanization", single teaching method and weak teachers, this paper puts forward a localization model that combines local cultural resources, local experience and national curriculum. Research shows that this model can enhance students' understanding and recognition of the curriculum and cultivate their emotional connection with their hometown and country.

The construction of a localized IPE model requires systematic advancement from four aspects: objectives, content, implementation, and assessment, supplemented by guarantee mechanisms such as policies, teaching staff, and resources. In the future, with the deepening of rural revitalization, the promotion of localization IPE can improve the comprehensive quality of rural students and provide a useful exploration for building a localized education system with China characteristics.

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