

Research on the application of political resources in high school politics curriculum

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ABSTRACT

Integrating current affairs resources into high school political education can enrich teaching content and promote the development of students' thinking abilities. Research shows that by introducing current affairs resources before class, explaining them in class, and expanding on them after class, these teaching practices can fully demonstrate the potential application of current affairs resources in high school political education. This study aims to delve into strategies for applying current affairs resources in high school political education with the goal of exploring new approaches to teaching this subject.

KEYWORDS

political resources; high school politics curriculum; application value; application path

1 Introduction

The "General Senior High School Ideological and Political Education Curriculum Standards" (2017 Edition, 2020 Revision) clearly says that the content for senior high school ideological and political education should "show the achievements of socialism with Chinese characteristics in the new era."^[1] In this context, current affairs resources are becoming increasingly important for connecting political theory to real life and improving teaching quality. However, there are still many problems with how current affairs resources are used in senior high school ideological and political education courses, such as being disjointed, shallow, and one-sided, which clearly prevent students from developing sustainably and at a high level. In this context, current affairs resources are gradually being recognized for their importance in connecting political theory with real society under the new era and in implementing competency-oriented education and improving teaching quality.

However, there are still many problems with how current affairs resources are used in senior high school ideological and political education courses, including being disjointed, shallow, and biased, which clearly prevent students from developing in a sustainable and high-quality way. To address this issue, this paper proposes an integrated approach for utilizing current affairs resources in three stages: "pre-class introduction, in-class explanation, and post-class expansion," which aims to develop teaching strategies for political classrooms that help students "understand the situation, comprehend policies, and discern right from wrong."

2 Basic overview

2.1 Political resources

As an important vehicle for teaching high school political thought and economics, current affairs resources specifically refer to real-time dynamics and derived teaching materials in areas such as government decisions, international relations, economic reforms, and social governance. These resources cover national development strategies and relate to public hotspots, typically appearing in the form of news reports, policy documents, statistical data, and expert interpretations, and they possess the characteristic of dynamic updates.

In the "General Senior High School Ideological and Political Education Curriculum Standards" (2017 Edition, 2020 Revision), current affairs resources play a crucial role in three dimensions of high school ideological and political education: First, they can serve as an extension and supplement to course content, breaking through the rigid knowledge framework of textbooks to provide students with a richer learning experience; second, they can create authentic ideological and political scenarios, enhancing students' understanding and recognition of ideological and political theories; third, they can cultivate students' sense of social responsibility and political identity, contributing to the formation of their value systems.^[2]

When using current affairs resources in high school ideological and political teaching, teachers typically follow a three-step approach: introducing an event, connecting it to theory, and guiding students on values. Through this strategy, the important role of current affairs resources in enriching curriculum content and cultivating students' thinking can be fully brought into play.

2.2 Teaching status of high school politics course

The teaching status of high school ideological and political courses can be summarized as the following three levels:

2.2.1 Insufficient pre-class introduction: students' interest in learning can not be fully stimulated

Currently, the pre-class introduction phase of high school ideological and political education courses generally faces issues of formalism and superficiality. On one hand, teachers' analysis of students' learning situations is not deep enough, and the topics they choose often fall far short of students' interests, making it difficult to quickly spark cognitive conflicts. On the other hand, teachers' ability to select and integrate teaching resources remains insufficient, failing to distill hot topics that align with textbook content. This makes it challenging to effectively improve teaching quality.

2.2.2 The classroom instruction lacks depth, preventing students from gaining a comprehensive understanding of the subject

Constrained by traditional teaching models, most teachers today still adhere to the lecture-based method of "reading from the textbook"—This approach relies solely on textbooks as its sole reference, failing to integrate various resources effectively to enrich course content and promote deeper learning. As a result, students struggle to become active participants in class, engaging actively in learning and thinking; this, in turn, makes it difficult for them to deeply understand and master ideological and political knowledge, unable to connect this knowledge with their personal life experiences to construct a subject knowledge system that is both warm and profound, with personal insights. This situation has an undeniable negative impact on students' continuous and high-quality development.^[3]

2.2.3 The lack of after-class expansion makes it impossible for students to effectively consolidate their learning results

In the high school ideological and political course, the after-class expansion link is often ignored. While there are many written assignments, practical tasks are few; individual learning is common, but collaborative inquiry is insufficient; and although stage testing occurs frequently, long-term tracking is lacking. This "three more and three less" situation leads to the continuous low retention rate of students' knowledge, which is obviously not conducive to the improvement of teaching quality.

3 The application value of political resources in high school politics courses

The application value of political resources in high school ideological and political courses can be summarized as the following two dimensions:

3.1 It is conducive to enriching the course content

The application of current affairs resources in high school political thought courses effectively overcomes the spatiotemporal limitations of textbooks. It not only ensures dynamic updates to the content of political thought classes but also achieves a three-dimensional reconstruction of course content through comprehensive expansion of content boundaries. From a content perspective, appropriately set current affairs resources can significantly enhance information richness in class, thereby continuously stimulating students' interest in learning and maintaining a high level of focus within the classroom space.

3.2 It is conducive to cultivating students' thinking

As an important vehicle for teaching high school political thought and economics, current affairs resources, after being precisely selected and structurally designed by teachers, can target the cultivation of students' core thinking abilities: Topic-based teaching organized around current affairs resources can provide students with diverse perspectives to think critically about various issues, thereby fostering their critical thinking; inquiry-based teaching conducted using current affairs resources can help students build a multi-dimensional framework for objectively analyzing social phenomena, thus shaping their systematic thinking; and practical teaching implemented through current affairs resources can enable students to achieve unity of knowledge and action in the complete process of identifying, analyzing, and solving problems, thereby strengthening their innovative thinking.

4 Application path of political resources in high school politics course

4.1 Introduce current affairs resources before class to stimulate students' interest in learning

The key to the application of current affairs resources in high school ideological and political courses lies in the selection of their content: only high-quality current affairs resources can help students quickly enter the learning state and grasp the main idea of learning. Therefore, when selecting current affairs resources for pre-class introduction, teachers should follow the following principles:

First, value orientation: teachers should give priority to cases that can reflect the core socialist values (such as the launch of the Shenzhou series and the achievements of rural revitalization) so as to help students quickly establish political identity and cultivate their scientific spirit.

Second, cognitive adaptability: Political resources are vast and diverse. Teachers should refine and summarize these resources, making necessary selections to ensure they align with students' cognitive levels. For example, for first-year high school students, the focus should be on social phenomena (such as examining government governance through "Zibo Barbecue"); for second-year students, the emphasis should shift to causal analysis (such as considering China's technological innovation in light of electric vehicles); and for third-year students, the focus should be on macro-strategies (such as the new development pattern of "dual circulation"). This approach ensures that all students receive political resources that meet their developmental needs.^[4]

Third, timeliness and conflict: Political resources should introduce controversial events to stimulate cognitive conflicts among students, thereby promoting their independent thinking and debate. For example, political resources related to legal supervision of issues such as "telecom fraud" and "AI face swapping" can help students quickly form cognitive conflicts, leading to a spiral improvement in their abilities through reflection and learning.

Once teachers have established the pre-class introduction of current affairs resources based on the principles mentioned above, they can further enhance students' interest in learning by implementing the following strategies:

One method employs the "Current Affairs Flash" visual impact technique. This approach focuses on stimulating students' immediate interest in relevant topics through direct visual stimulation; for example, in Unit 2 of the People's Education Press High School Political Thought and Culture textbook, "Philosophy and Culture," titled "World Multipolarity," before teaching this lesson, the teacher can play a pre-prepared five-minute mixed video titled "Highlights of Diplomatic Scenes in 2024." After the students have finished watching, the teacher can pose the question, "What factors have prompted China to transform from a 'follower' into a 'mediator'?" The above method effectively ignites students' curiosity and enthusiasm for learning.

The second method is the use of "data mapping," which has cognitive impact. This approach emphasizes stimulating students at the level of rational cognition through statistical data and analytical charts. Taking the third unit of compulsory course 4 in the People's Education Press high school political thought textbook, "Philosophy and Culture," specifically the section on "Economic Globalization," as an example, before teaching this lesson, teachers can use media devices to present a dynamic chart comparing China and the United States' chip import and export volumes (2018-2024). They can then guide students to analyze and think about the underlying issues behind the contradiction that "China's import value has decreased, but its reliance on high-end chips remains high," naturally leading into the topic of "self-reliance and strength in science and technology."

4.2 Explain current political resources in class to strengthen learning and understanding

In class, skillfully utilizing current political resources can help students gradually enter a state of deep learning through the subtle influence and content guidance of the "silent nourishment" concept, thereby enhancing their understanding of the material and achieving better learning outcomes; to achieve this goal, teachers need to guide learners to analyze the specific connotations of current political resources from different perspectives based on the actual progress of teaching.

Typically, the connotations of current affairs resources can be divided into three dimensions: the factual dimension can be summarized as elements such as event timelines and stakeholders; the theoretical dimension requires alignment with specific disciplinary knowledge in ideological and political education (such as the principle of contradiction and dialectical materialism); and the value dimension demands that students understand the human-oriented approach to national governance and grasp the relative relationships between individuals, collectives, and society. For example, when looking at the "epidemic prevention and control" resource in thematic learning, the factual dimension includes the timeline of policy changes from "Twenty Measures → New Ten Measures → Category B Management"; the theoretical dimension involves understanding the reasoning behind moving from "dynamic zero-COVID" to "precision control"; and the value dimension looks at how the number of ICU beds per person relates to changes in policies in China and other countries. Through the analysis of these three dimensions, students can quickly develop core competencies in political identity, scientific spirit, legal awareness, and public participation.

Primary task: Information decoding. Sort out the distribution of natural gas pipelines on the digital map, mark the

statements of countries along the pipeline route regarding the Russia-Ukraine conflict, and analyze the international game behind it. (Factual layer connotation) Intermediate task: Logical construction. Interpret the feasibility of China's "persuading and promoting talks" strategy based on the four elements of strengths, weaknesses, opportunities, and threats (SWOT method). (Theoretical connotation) Advanced task: Value generation. After watching the UN Security Council report video, try to simulate a group debate in the UN Security Council and write a draft resolution reflecting the "Global Security Initiative." (Value layer connotation)

Through the progressive activities at the three levels mentioned above, students can truly grasp China's diplomatic principles and policies through issue-based learning and understand the significant value of China in resolving international disputes and promoting human progress amidst the unpredictable global situation. This will further foster national identity and ethnic confidence, which is crucial for their sustainable and high-quality development.

4.3 Expand current affairs resources after class to consolidate learning results

The lesson design centered on current affairs resources must be hierarchical and structured to ensure that students' learning activities progress from simple to complex. Similarly, the task assignments for post-class expansion based on current affairs resources should also be designed in layers to help students consolidate their learning outcomes and develop good studys.^[5]

Based on the author's teaching practice experience, after-class extension activities centered around current affairs resources can be divided into three levels: the first is the basic level, where tasks often take the form of handmade newspapers and mind maps based on current affairs resources, aiming to help students organize practical threads from a factual perspective and grasp various elements; the second is the advanced level, where tasks often take the form of role-playing activities based on current affairs resources (such as simulating CPPCC hearings), aiming to help students apply disciplinary knowledge at a theoretical level and engage in independent critical thinking; the third is the project level, where tasks often take the form of social science research projects based on specific current affairs resources, aiming to help students integrate disciplinary skills and develop disciplinary literacy.

Taking the second unit, "People's Sovereignty," in the compulsory course 2 of the People's Education Press high school political thought textbook as an example, after this lesson, teachers can use the current affairs resource of the "Two Sessions" to assign the following tasks: For the basic-level task, set it as "Changes in Hot Keywords of the National Two Sessions from 2013 to 2024," requiring students to analyze the significance behind these changes while writing reports; for the advanced-level task, set it as "Select an interesting theme from the 2024 National Two Sessions and design a legislative framework" and encourage students to conduct peer reviews after class; for the project-level task, set it as "Investigation into the Evolution of the National Two Sessions Heat —Using Weibo as an Example," where students need to regularly conduct research reports during the process of completing this project and reach convincing conclusions. These three interconnected and progressively challenging tasks can help students strengthen their understanding of China's political system and deeply appreciate the superiority of the socialist system in economic and cultural aspects, thereby consolidating relevant knowledge.

5 Conclusion

In conclusion, the education of high school political thought courses should not be limited to the transmission of knowledge and information. Instead, it should be guided by firm beliefs and supported by abundant resources, aiming to cultivate modern citizens with a global perspective and a sense of social responsibility. Therefore, in teaching practice, high school political thought teachers should skillfully utilize current affairs resources, striving to make the high school political thought course a true cradle for nurturing high-quality talent.

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