

# Promoting High-Quality Development of Grand Ideological and Political Education with the "Grand" Spirit

<sup>1</sup>Luo Lijun, <sup>2</sup>Wang Zhuo

<sup>1</sup>\*Professor, Phd, <sup>2</sup>Lecture, Phd Candidate in Education

<sup>1,2</sup> Affiliation: Guangdong Food and Drug Vocational College

DOI: <https://doi.org/10.5281/zenodo.10726477>

Published Date: 29-February-2024

---

**Abstract:** This paper explores the development of the "grand" ideological and political education model in the context of socialism with Chinese characteristics for a new era. It begins by elucidating Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, emphasizing its importance in the sinicization of Marxism. The paper then analyzes the three dimensions of "grand" ideological and political education: the grandness of the Tao, the soul, and the system, along with their central role in ideological and political education. A special emphasis is placed on the integration of traditional culture into ideological and political education, highlighting how traditional culture can enrich the content of this education. Additionally, the paper discusses the practices and challenges of holistic education, proposing strategies such as incorporating elements of traditional culture and encouraging interdisciplinary learning to overcome these challenges. Finally, the paper summarizes the characteristics of the "grand" ideological and political education model and suggests future research directions, such as focusing on interdisciplinary perspectives and integrating different cultural backgrounds, to enhance the quality and effectiveness of "grand" ideological and political education.

**Keywords:** Grand Ideological and Political Education; Socialism with Chinese Characteristics for a New Era; Holistic Education; Cultural Integration; Political Belief.

---

## 1. INTRODUCTION

Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, representing contemporary Chinese Marxism and 21st-century Marxism, embodies the essence of Chinese culture and the spirit of the times, marking a historic leap in the sinicization and modernization of Marxism. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has visited Guangdong Province four times, each at a critical moment in national development. These visits, focusing not only on Guangdong but also of national significance, demonstrate that Guangdong's high-quality development and modernization experiences serve as a model for the entire country. General Secretary Xi Jinping emphasized, "Guangdong is a pioneer, forerunner, and experimental zone in reform and opening-up, playing a very important role in the overall situation of China's reform and opening-up, and socialist modernization." Standing at the forefront of reform and opening-up, higher education needs to accurately grasp the new starting point and mission of ideological and political education, actively engage in the great cause of the new era, and promote the high-quality development of grand ideological and political education with a grand spirit, cultivating new talents for the times.

### **The Concept and Connotation of "Grand Ideological and Political Education"**

The "grand" spirit, as a new concept in ideological and political education, was proposed in the "Comprehensive Plan for Advancing the Construction of 'Grand Ideological and Political Courses'" by the Ministry of Education in collaboration with multiple departments on July 25, 2022. Transitioning from traditional ideological and political courses to "grand ideological and political courses," this plan represents not only an update in the concept of ideological and political education but also an expansion in vision and scope. "Grand ideological and political courses" first embody the "grandness" of the Tao, namely, adhering to a firm belief in Marxism and socialism with Chinese characteristics, and promoting the spirit of patriotism and innovation. Secondly, they reflect the "grandness" of the soul, which means deeply understanding the requirements of the sinicization and modernization of Marxism, and adhering to the worldview and methodology of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. Finally, they implement the "grandness" of the system, emphasizing the establishment of a strong curriculum group for ideological and political courses, forming a comprehensive educational network that involves everyone, covers all aspects, and spans the entire process.

The core of "grand" ideological and political education lies in the construction of Marxist theory courses. This is not only the imparting of knowledge but also the instillation of faith, becoming the center of the transmission and innovation of the "Tao." Marxism, as a theory for the liberation of humanity, focuses not only on the individual but on the entire human society. As Marx and Engels pointed out in the "Communist Manifesto," the future society will be a community without class antagonisms, where the free development of each is the condition for the free development of all. This liberation is a dialectical unity of the individual and the group, the whole of humanity, and is a synchronous historical process.

Therefore, teachers, who play this central role of the soul, face special requirements. General Secretary Xi Jinping outlined his expectations for these teachers during a symposium with ideological and political theory course teachers: politically firm, deeply empathetic, intellectually active, broad-minded, strictly self-disciplined, and morally upright. These requirements sketch the ideal image of ideological and political course teachers: not only as disseminators of political beliefs but also as exemplars of morality and knowledge. Their words and actions reflect not only a deep understanding of their beliefs but also a profound care and strict demands to their students. Beyond setting an example, ideological and political course teachers also need to support the transmission of faith with knowledge. This involves not only teaching knowledge, imparting skills, and guiding values but is also a comprehensive process that encompasses all these dimensions. Therefore, a single disciplinary perspective or rigid dogmatism is insufficient for transmitting the "Tao." Teachers need to continually update their thinking and broaden their horizons to adapt to the ever-changing educational needs.

General Secretary Xi Jinping's requirements for ideological and political courses also reflect the principle of "dialectical governance," specifically: the unity of political and theoretical nature, the unity of value and knowledge, the unity of constructiveness and criticality, the unity of theory and practice, the unity of uniformity and diversity, the unity of leading and subject nature, the unity of indoctrination and enlightenment, and the unity of explicit and implicit education. These principles not only answer the question of "what to teach" but also guide the method of "how to teach," ensuring the integrity and coherence of the "Tao."

### **The Integration of Grand Ideological and Political Education with Traditional Culture**

"Grand" ideological and political education needs to be deeply rooted in excellent traditional culture. General Secretary Xi Jinping emphasized that the profound traditional culture of the Chinese nation, combined with revolutionary culture and advanced socialist culture, provides a solid foundation for ideological and political courses. These cultural traditions are not only our roots but also our soul. Traditional philosophical systems such as Confucianism, Buddhism, and Taoism offer a wealth of resources for guiding personal cultivation and state governance. Particularly, Confucian thought, with its pursuit of inner sageliness and outer kingliness, although different from Marxism in cultural origins, shows similarities in its structure of belief. This has been recognized by many scholars and has become an important topic in contemporary academic research. Guo Moruo, in his 1926 paper "Marx Enters the Confucian Temple," presented this blend of ideas through a fictional dialogue between Marx and Confucius. His insight was particularly significant against the backdrop of the New Culture Movement, which criticized traditional Confucianism at the time, revealing the similarities in the belief structures of Marxism and Confucianism. This is of great significance for the rooting of Marxism in Chinese cultural soil and the development of the socialist path with Chinese characteristics.

General Secretary Xi Jinping stressed that in inheriting traditional culture, we need to engage in creative transformation and innovative development. We should base ourselves on the needs of contemporary Chinese socialist cultural construction, removing the autocratic superstitions and feudal dregs from traditional culture. Starting from the Marxist belief in human liberation, we should select those traditional cultural resources that contribute to personal cultivation, the promotion of righteousness, and state governance, to promote the construction of a community with a shared future for humanity. Therefore, grand ideological and political education must possess a profound cultural and historical foundation. In this way, our political belief education is no longer merely abstract reasoning, but is infused with rich historical interpretation and vitality, thereby enhancing the practical effectiveness of political belief education.

By integrating traditional culture into grand ideological and political education, students can more deeply understand and appreciate their cultural heritage. This sense of identity helps cultivate their national pride and cultural confidence. Traditional culture, especially the moral and ethical concepts in Confucian thought, has a profound impact on the formation of students' values. For example, Confucian values such as benevolence, righteousness, propriety, wisdom, and faith can help students form a more comprehensive and balanced worldview. By analyzing and comparing the similarities and differences between traditional culture and modern socialist values, students can develop critical thinking skills. This ability is crucial for them to understand complex social phenomena and form independent opinions. Moral education in traditional culture helps cultivate students' sense of social responsibility and moral judgment, making them responsible and ethical citizens. Understanding the depth and richness of one's culture enables students to better engage in cross-cultural communication in a globalized context, understanding and respecting people from different cultural backgrounds. The concept of self-cultivation in traditional culture encourages individuals to continuously improve and elevate themselves, which has a positive impact on students' personal development and lifelong learning.

Integrating traditional culture into grand ideological and political education not only enriches the content of education but also enhances students' identification with cultural heritage, promoting the comprehensive development of their values. This educational approach effectively combines traditional wisdom with modern educational concepts, providing students with a more comprehensive and in-depth learning experience.

### **The Practice and Challenges of Holistic Education**

"Grand" ideological and political education emphasizes comprehensive quality education in morality, intelligence, physical fitness, aesthetics, and labor. This approach involves not only the imparting of knowledge but also the cultivation of values. Integrating the spirit of the "Tao" into holistic quality education makes this education a carrier and foundation for the "Tao," endowing it with real-life vitality and distinct color, enhancing its educative power. In this way, grand ideological and political education can touch every living person, stimulating their vitality and healthy growth, making the educational process vibrant rather than monotonous.

This educational method embodies the unity of moral righteousness, aesthetic pleasure, nourishment of the physique, intellectual agility, and behavioral consistency. Traditional Confucian education in China is particularly exemplary in this regard, combining faith with comprehensive quality education. From a modern disciplinary perspective, the description of the Six Arts education in "The Book of Rites • Explanations of the Classics" includes literature education in "Poetry," moral education in "Rites," historical education in "Documents" and "Spring and Autumn Annals," music education in "Music," and philosophy education in "Changes." Although these educational contents seem unrelated to faith education, a deeper analysis of "The Book of Rites • Explanations of the Classics" reveals the true significance of Confucian faith education in the Six Arts.

General Secretary Xi Jinping, in his reply to students participating in the 3rd China "Internet plus" Undergraduate Innovation and Entrepreneurship Competition, encouraged them to deeply understand the national and public conditions, to grow in wisdom and talent through innovation and entrepreneurship, to temper their will and character in the great struggle for realizing the Chinese Dream, and to write a splendid chapter of youth. The integration of ideological and political education with innovation and entrepreneurship quality education is the best practice for cultivating the youth of the new era.

In fact, the pursuit of Marxist faith is the liberation of humanity, which includes the comprehensive development of individual freedom. Therefore, rooting political belief education in comprehensive quality education in morality, intelligence, physical fitness, aesthetics, and labor is not only about discarding alienation but also about stimulating potential and promoting healthy growth, which is the fundamental purpose of political belief education.

In implementing holistic education, various challenges often arise, such as integrating traditional and modern educational content and stimulating students' comprehensive development. To overcome these challenges, the following strategies have been adopted: Integrating elements of traditional culture into the curriculum, such as the study of Confucian classics, combined with the teaching of modern socialist core values, enables students to not only learn the essence of traditional culture but also understand its application and significance in contemporary society. Encouraging students to participate in interdisciplinary projects, such as courses combining literature, history, philosophy, and political science, helps students understand complex issues from different perspectives and promotes comprehensive thinking. Organizing students to participate in community service, volunteer activities, or internship programs helps them apply theoretical knowledge in practice while cultivating a sense of social responsibility and professional skills. Regularly organizing classroom discussions and reflection activities, encouraging students to share their views and listen to others, helps cultivate critical thinking and communication skills.

Through these strategies, educational institutions can more effectively implement holistic education, helping students achieve comprehensive development in knowledge, skills, and values.

### **Practical Approaches to Grand Ideological and Political Education**

"Grand" ideological and political education emphasizes the comprehensiveness of individual student development and the importance of career planning, focusing on the breadth of growth. This educational model goes beyond the traditional imparting of political theory knowledge, placing greater emphasis on the holistic development of students as independent individuals and their long-term career planning. Through this approach, grand ideological and political education aims to help students achieve success in their future social and professional lives.

In the process of grand ideological and political education, special attention is given to the cultivation of soft skills such as critical thinking, innovation ability, and communication skills. These skills are crucial for students to adapt and succeed in a changing professional environment. Grand ideological and political education guides students in career planning, providing career development guidance and counseling, helping them choose appropriate career paths based on personal interests and abilities, and laying a solid foundation for their future careers.

Moreover, grand ideological and political education places importance on creating practical and internship opportunities. By encouraging interdisciplinary learning, students can learn and grow in real work environments, understand societal needs, and accumulate practical work experience, thus better adapting to diverse career demands. Grand ideological and political education also focuses on personalized education, valuing each student's individuality and strengths, and providing personalized education plans to help students discover their interests and potential, thereby better planning their learning and career paths.

Grand ideological and political education also places great emphasis on students' mental health, providing necessary psychological counseling and support services to help students cope with the pressures of study and life, promoting their healthy growth. Lastly, cultivating the concept of lifelong learning is an important component of grand ideological and political education. Students are encouraged to continue learning and growing throughout their careers, adapting to the constantly changing social and work environments.

Such an educational model helps cultivate more well-rounded, confident, and socially adaptable talents, enabling students to achieve not only academic success but also success in personal development and career planning, laying a solid foundation for their future.

Implementing grand ideological and political education across different educational stages and fields not only strengthens students' professional knowledge and skills but also promotes the development of their personal qualities, sense of social responsibility, and lifelong learning abilities. This comprehensive educational model lays a solid foundation for students' future careers and social participation.

## **2. CONCLUSION**

The "grand" ideological and political education model, as an education method deeply rooted in political belief, is centered on integrating the indoctrination of political beliefs into the teaching process, forming an abstract embodiment of political belief education. To achieve this goal, education needs to delve deeply into traditional culture, drawing on its historical depth, while integrating comprehensive humanistic education to expand the breadth of students' qualities and the width of their career paths.

When education truly integrates these elements, abstract educational concepts can be transformed into concrete practices, endowing them with application and significance in real life. In this context, "grand" ideological and political education transcends theoretical teaching and becomes a practice with powerful educative force, achieving a perfect integration of concept and practice.

To deepen the understanding of the future development of "grand" ideological and political education, future research should focus on an interdisciplinary perspective, combining theories and methods from psychology, sociology, pedagogy, and other fields to fully understand and optimize the implementation effects of "grand" ideological and political education. In the context of globalization, exploring how to integrate different cultural backgrounds and international perspectives is crucial to cultivate students' global awareness and cross-cultural understanding abilities. Future research should also focus on the balance between theory and practice, exploring how to combine abstract political belief education with concrete social practice to enhance the practical application value of education. Additionally, continuous assessment of the effects of "grand" ideological and political education should be included, and based on the assessment results, educational strategies and content should be improved and adjusted. At the same time, the importance of professional training and development for teachers should be emphasized to ensure they can effectively convey the core concepts and methods of "grand" ideological and political education.

Through the exploration of these research directions, the quality and effectiveness of "grand" ideological and political education can be further enhanced, laying a solid foundation for cultivating well-rounded talents adapted to the future societal needs.

#### REFERENCES

- [1] Guo, M. R. (1926, January 1). Marx Enters the Confucian Temple. *The Deluge*, 1(7).
- [2] Luo, L. J. (2011). On the practical character of ideological and political education and the institutional basis of teaching by words and example. *School Party Building and Ideological Education*, (11), 51-52.
- [3] Luo, L. J. (2012). Three issues on the relationship between cultural inheritance and modern moral education. *Journal of North University of China (Social Science Edition)*, 28(4), 58-62.
- [4] Luo, L. J. (2017, May). Enhancing the collaborative innovation of ideological and political work in colleges and universities. *Nanfang Daily*. Guangzhou.
- [5] Luo, L. J. (2017, June). Progressing with the times in doing a good job in ideological and political work in colleges and universities. *Nanfang Daily*. Guangzhou.
- [6] Luo, L. J. (2019, January). Firming up Marxist belief to forge a strong spiritual force. *Nanfang Daily*. Guangzhou.
- [7] Luo, L. J. (2019, April). Promoting the reform and innovation of ideological and political theory courses. *Yangcheng Evening News*. Guangzhou.
- [8] Marx, K., & Engels, F. (1848). *The Communist Manifesto*.
- [9] Ministry of Education and Other Ten Departments. (2022, July 25). Notice on the issuance of the "Work Plan for the Comprehensive Promotion of 'Big Ideological and Political Classes'". Retrieved from the Ministry of Education website.
- [10] People's Network. (2022, June 15). Striving to create new glories in the new journey (Following the Footsteps of the General Secretary·Guangdong Chapter).
- [11] Xinhua News Agency. (2017, August 16). Xi Jinping replies to encourage college students participating in the 3rd China "Internet Plus" College Students Innovation and Entrepreneurship Competition "Youth Red Dream-Building Journey".
- [12] Xinhua News Agency. (2019, March 18). Xi Jinping presides over a symposium for teachers of ideological and political theory courses in schools.