

# Analysis on Strengthening the Construction of Ideological and Political Teachers in Middle Schools under the Great Ideological and Political Pattern

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**Abstract:** Middle school is a critical period for teenagers' growth, and their ideological, political and moral qualities are in the formative period. The teachers of ideological and political courses in middle schools directly affect the implementation and effectiveness of ideological and political courses in middle schools. This paper constructs the ideal form of the ideological and political course teachers in middle schools, analyzes the causes of the current weakness of the ideological and political course teachers in middle schools, and puts forward the path of strengthening the construction of the ideological and political course teachers in middle schools, which is conducive to cultivating excellent teachers in the new era.

**Keywords:** Great Ideological Politics; Middle School Ideological and Political Teachers; Professional Quality.

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## 1. Introduction

In August, 2022, ten departments, including the Ministry of Education, issued the "Work Plan for Comprehensively Promoting the Construction of" Great Ideological and Political Course "in order to implement the fundamental task of foster virtue through education, demanding that all social forces and resources be fully mobilized to build a large teacher system. Under the background of new era and new curriculum reform, higher requirements are put forward for the quality of middle school ideological and political teachers.

## 2. Organization of the Text

### 2.1. The Ideal State of the Ideological and Political Teachers in Middle Schools

#### 2.1.1. Standing by Morality: Rooting in Socialist Ideological Accomplishment

The first criterion for evaluating the quality of teachers should be teachers' morality and style.[1]The ideological and political course in middle school is the main position to carry out moral education, and the teachers of ideological and political course in middle school are the implementers. The teachers of ideological and political course in middle school are bound to become the models of social morality. Under the great ideological and political pattern, middle school ideological and political teachers use Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era to water the ideological and moral foundation, and use socialist political identity and political self-confidence to deeply understand the party's basic line, principles and policies, integrate them in education and teaching, teach them to students, and let them get the message.

#### 2.1.2. Educating People with Talents: Consolidating the Academic Level of Scientific Knowledge

On the one hand, middle school ideological and political teachers study hard on this subject knowledge, know professional knowledge and middle school textbooks like the back of their hands, and form a complete knowledge system. On the other hand, it constantly expands its knowledge horizon, dabbles extensively in other related disciplines, and

has a reasonable and effective knowledge structure. In addition, middle school ideological and political teachers should always master current political knowledge, guide students to actively pay attention to social hot spots and focus issues, scientifically analyze China's international situation and social characteristics, enhance students' sense of national collective honor and disgrace, and take the initiative to become talents for the great rejuvenation of the Chinese nation.

#### 2.1.3. Teaching Students According to Their Abilities: Strengthening the Classroom Teaching Ability of Ideological and Political Education

Classroom teaching is a teacher's main task. With classroom teaching ability as the support of ability, middle school ideological and political course teachers can efficiently impart the major policies of the party and the country, the correct world outlook, outlook on life and values and other ideological and political course knowledge and skills to students. It is bound to require middle school ideological and political teachers to understand the learning situation of students and make teaching plans according to the actual situation of students, so as to achieve the optimal value of teaching efficiency. In addition, middle school ideological and political teachers should also have the ability of scientific research and self-cultivation.

#### 2.1.4. Attracting People with Emotion: Infecting Teachers in Other Disciplines

With the idea of ideological and political education, the integration of ideological and political education with other disciplines has gradually deepened, and a collaborative education model has taken shape.[2]Under the great ideological and political pattern, teachers of ideological and political courses should play the role of ideological and political leading radiation, and infection will drive teachers of other disciplines to integrate professional knowledge with ideological and political education. Guided by the socialist core values, it is a comprehensive educational concept to build a curriculum system reform form of all-staff, all-round and whole-process education, and to take moral education as the fundamental task of education.[3]

## **2.2. The Analysis of the Causes of the Weak Team of Ideological and Political Teachers in Middle Schools**

### **2.2.1. The Professional Background of Middle School Ideological and Political Teachers is Not Strong and Their Professional Identity is Low.**

The course of Morality and Rule of Law in junior middle school is taught by teachers. Because of their different academic backgrounds and lack of systematic and scientific theoretical knowledge of ideological and political subjects, it is difficult to explain a series of principles, policies and socialist ideas in China in a planned and organized way. In addition, schools, parents and students do not attach importance to the subject of ideological and political education, which makes middle school ideological and political teachers have insufficient spare capacity, and it is difficult to realize their self-worth in contradiction and helplessness, and it is difficult to pursue the development of high-level professionalism.

### **2.2.2. Middle School Ideological and Political Teachers Have Few Opportunities for Further Study and Low Awareness of Scientific Research.**

Most schools only pay attention to the development of the main subject teaching, especially after the implementation of the subject selection system in senior high schools, schools pay less attention to the ideological and political subjects in middle schools, saving funds and reducing the opportunities for teachers of ideological and political courses in middle schools to further their studies. It is a common phenomenon that teaching consciousness is strong and scientific research consciousness is weak.[4] Teachers of ideological and political courses in middle schools attach importance to teaching, which makes them think that they have the spare capacity to carry out scientific research after reaching the performance appraisal standards of their superiors. Pursuing scientific research is to prepare for short-term appreciation competition, and it is difficult to complete the role change from educator to researcher.

### **2.2.3. Middle School Ideological and Political Teachers Lack Correct Evaluation Mechanism.**

Influenced by exam-oriented education for a long time, the evaluation of middle school ideological and political teachers is too conservative and single. The evaluation of teachers is still based on students' grades, ignoring the evaluation of students' ideological, political and moral cultivation changes. Middle school ideological and political teachers often adopt conservative teaching methods to avoid students' grades falling and being eliminated from their careers, lacking innovative teaching ability advocated by the new curriculum standards. And the evaluation subject is mostly based on the school, and the incomplete collection of evaluation information leads to inaccurate evaluation, which will inevitably affect the creativity, enthusiasm and initiative of middle school ideological and political teachers.

### **2.2.4. Some Middle School Ideological and Political Teachers' Educational Ideas are Slowly Updated.**

The promulgation of the new curriculum standard requires teachers to pay close attention to the forefront of the development of ideological and political disciplines in middle schools, constantly update their educational and teaching concepts, and establish new views on education, students and teachers and students. Under the background of the new

curriculum reform, there are still many middle school ideological and political teachers who are under the pressure of the senior high school entrance examination and college entrance examination, adopt the teaching method of memorizing and asking questions, and lack the understanding of new educational concepts and new teaching methods. It is difficult to drive the teachers' group to integrate the ideological and political ideas, and the ideological and political courses appear the phenomenon of "hard integration" and "superficiality".

## **2.3. The Optimization Path to Strengthen the Construction of Teachers in Ideological and Political Courses in Middle Schools**

### **2.3.1. The Government Improves the Guarantee Mechanism System for Middle School Ideological and Political Teachers.**

Strict access conditions and standards for teachers. The particularity of ideological and political courses requires middle school ideological and political teachers to In addition to the skills required by ordinary teachers, we must also strictly control ideological, political and moral issues, and only those applicants who meet the requirements are allowed to join the ideological and political teaching team after strict examination and trial. Protect the rights and interests of teachers and improve their status and treatment. According to Maslow's hierarchy of needs theory, people pursue higher-level needs after meeting their survival needs. Only by improving the status and treatment of ideological and political teachers can we attract people with lofty ideals to join the ideological and political teachers in middle schools.

### **2.3.2. The School Strengthens the Scientific Management of Middle School Ideological and Political Teachers.**

Teaching research management improves the professional quality of middle school ideological and political teachers. The school improves the collective lesson preparation mechanism, regularly organizes teaching seminars, forms new educational ideas in the seminars, and improves the teaching quality. Encourage teachers of ideological and political courses to actively participate in the research projects of teaching construction and improve teachers' scientific research ability. Improve the evaluation system of middle school ideological and political teachers. Establish a correct value orientation of teachers' evaluation, construct an all-round and all-process evaluation standard for all staff, participate in the evaluation mechanism of middle school ideological and political teachers by multiple subjects, and conduct process evaluation and formative evaluation according to teachers' teaching effect and students' learning efficiency.

### **2.3.3. Middle School Ideological and Political Teachers Enhance Their Awareness of Self-career Development.**

Make a career development plan to enhance the development momentum. The motivation of independent development of middle school ideological and political teachers is inherently stable and controllable. Only by making a professional literacy development plan can the professional development be carried out in an orderly way, and it is expected to become a famous teacher in ideological and political teaching and play a greater leading role. Establish the concept of lifelong learning. Only by keeping up with the

educational trend and mastering the frontier problems of ideological and political education and teaching in middle schools can we be the implementers of educational reform. Teachers of ideological and political courses in middle schools can construct a multi-layered knowledge structure through books and online learning, so as to adapt to the requirements of educational development and preserve and increase the value in education.

#### **2.3.4. Create a Good Public Opinion Atmosphere to Attract Excellent Middle School Ideological and Political Teachers**

Strengthen and improve the supervision system of public opinion. Give full play to the powerful role of online media in public opinion supervision, guide the correct public opinion orientation, establish the brand of excellent middle school ideological and political teachers, and create a good public opinion atmosphere for the construction of middle school ideological and political teachers. Publicize the good experience, good practice and good value of the construction of "Great Ideological and Political Course". Create a good atmosphere of public opinion, attract outstanding young teachers into the ranks of middle school ideological and political teachers, and realize self-worth.

### **3. Conclusion**

The basic task of ideological and political course is to

cultivate outstanding teenagers who meet the social needs of the new era. In order to better implement this basic task, middle school ideological and political course teachers need to give full play to their creativity, enhance their awareness and continuously improve their innovative thinking ability. At the same time, schools and education departments also need to jointly build a high-level, high-quality and high-standard team of middle school ideological and political teachers, and strive to present students with different ideological and political classes, cultivate students' core literacy of ideological and political subjects, and enhance middle school students' sense of acquisition.

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