

The Value Implications and Implementation Paths of Integrating the Spirit of May Fourth Movement into High School Ideological and Political Courses

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Abstract: As a patriotic movement of profound historical significance, the May 4th Movement has a spiritual power that remains ever fresh. This article expounds the scientific connotation of the spirit of May Fourth Movement, analyzes the convergence points and value implications of integrating the spirit of May Fourth Movement into high school ideological and political courses (hereinafter referred to as high school ideological and political courses), and proposes that the integration of the spirit of May Fourth Movement into high school ideological and political courses should rely on classroom teaching, build a bridge for integration, explore campus cultural carriers, strengthen implicit education, and utilize digital technology resources to expand the space for ideological and political education. Explore implementation paths in aspects such as conducting practical teaching and fulfilling mission and responsibility in practice.

Keywords: The Spirit of May Fourth Movement, High School, Ideological and Political Class Value Implications Implementation Path.

1. Introduction

Especially on the occasion of the centenary of the May 4th Movement, the General Secretary delivered a heartfelt message to the young people of China in the new era, emphasizing the need to continuously carry forward the spirit of May Fourth Movement, take the great rejuvenation of the Chinese nation as their responsibility, bravely shoulder the mission of The Times, and live up to their youth. Integrating the spirit of May Fourth Movement into high school ideological and political courses is not only a powerful means to implement the fundamental task of fostering virtue and nurturing talent, but also an important magic weapon for cultivating the core socialist values among high school students, and a spiritual force that inspires young people to take on the great responsibility of national rejuvenation.[1]

2. The Scientific Connotation of the spirit of May Fourth Movement

The connotation of the spirit of May Fourth Movement has been continuously enriched and deepened along with the development of history, presenting distinct characteristics of The Times. the spirit of May Fourth Movement, with its scientific connotations of "patriotism, progress, democracy and science", demonstrates the spiritual core and value pursuit of the Chinese Communists, providing a powerful spiritual force for high school ideological and political courses. The key to integrating the spirit of May Fourth Movement into high school ideological and political courses lies in accurately grasping the scientific connotation of the spirit of May Fourth Movement and identifying the convergence point between the two, so as to achieve organic integration.

2.1. Patriotism is at the Core of the Spirit of May Fourth Movement

The spirit of patriotism is the core content of the spirit of

May Fourth Movement. The May 4th Movement, from its outbreak causes, struggle process to its propaganda slogans, all demonstrated its essence as a patriotic salvation movement. Therefore, patriotism naturally became the core of the spirit of May Fourth Movement. Entering the new era, patriotism means working for the well-being of the Chinese people and the rejuvenation of the Chinese nation, and is committed to building the motherland into a modern socialist power. High school ideological and political courses must strengthen patriotic education, guiding high school students to deeply understand the contemporary connotation of the spirit of patriotism, cultivate a sense of patriotism and love for the country, and strengthen their ideals and beliefs. Through learning, thinking, practice and understanding, they should grasp its core essence, transform their patriotic feelings into actions to serve the country, and contribute their youthful strength to the socialist modernization drive.

2.2. The Spirit of Progress is the Driving Force of the Spirit of May Fourth Movement

The spirit of progress is the endogenous driving force for the continuous development of the spirit of May Fourth Movement. It refers to the spirit of reform and innovation characterized by "daring to explore, daring to innovate, liberating the mind and implementing changes".[2]Jinping Xi emphasized:The May 4th Movement, through the actions of the entire nation, kindled a great awakening to pursue truth and progress.[3]During the May Fourth Movement, various progressive ideas were widely spread in China, promoting the rooting and development of Marxism in China and creating favorable conditions for its subsequent dissemination. Since the founding of the People's Republic of China, the Communist Party of China has continuously combined Marxist theory with China's specific realities, demonstrating the Party's spirit of reform and innovation as well as its spirit of progress.

2.3. The Democratic Spirit is the Banner of the Spirit of May Fourth Movement

"Democracy" was a distinct banner of the May Fourth Movement. [4]The democracy proposed during the May Fourth Movement, on the one hand, refers to the democratization of national politics, and on the other hand, it refers to the liberation of the individuality of the Chinese people. In the May Fourth Movement, "Mr. De" was democracy, which became a distinct banner against feudalism and autocracy, greatly liberating people's minds. Entering the new era, the May 4th Democratic spirit is reflected in the theoretical exploration and practical innovation of whole-process people's democracy, highlighting the essential requirements of socialist democratic politics. Therefore, in the new period of socialist construction, it is an important stage to cultivate young students' understanding of the democratic spirit, enhance their sense of social responsibility, and internalize the responsibility of caring for the people among the young students of the new era.

2.4. The Scientific Spirit is the Cornerstone of the Spirit of May Fourth Movement

The spirit of science was the ideological cornerstone of the May Fourth Movement. The scientific spirit refers to promoting science, opposing superstition, and focusing on enhancing the scientific literacy and rational thinking ability of the entire population. It is the spirit of pursuing scientific truth. The development of science in modern China was relatively lagging behind, mainly due to the long-term constraints of the feudal system, which led to a significant gap in the environment for scientific and technological development and the talent cultivation system compared with Western countries. Therefore, it is essential to fully recognize the significant role of scientific knowledge innovation and talent cultivation in promoting economic and social development. [5]Explore unknown fields in enhancing scientific literacy and promote the progress of human civilization with a fighting attitude.

3. The Convergence Points and Value Implications of Integrating the Spirit of May Fourth Movement into High School Ideological and Political Courses

The lofty value pursuit, scientific rational thinking, and noble moral sentiments contained in the spirit of May Fourth Movement are in line with the "General Senior High School Ideological and Political Curriculum Standards (2017 Edition, Revised in 2020)" (hereinafter referred to as the new Curriculum Standards) and the educational content of senior high school ideological and political courses. It is a valuable resource for carrying out senior high school ideological and political education. Integrating the spirit of May Fourth Movement into high school ideological and political courses can provide spiritual nourishment and value guidance for high school students.

3.1. The Convergence Point between the Spirit of May Fourth Movement and High School Ideological and Political Courses

3.1.1. The Spirit of May Fourth Movement is in Line with the New Curriculum Standards

In accordance with the requirements of the new curriculum standards, high school ideological and political courses aim to cultivate new era individuals with political identity, scientific spirit, legal awareness and public participation. [6]Political identity emphasizes that students should support the leadership of the Party and uphold socialism with Chinese characteristics, which is highly consistent with the core connotation of "patriotism" in the spirit of May Fourth Movement. The scientific spirit emphasizes the cultivation of scientific thinking and critical consciousness, which echoes the "science" in the spirit of May Fourth Movement of breaking superstition and pursuing truth. The awareness of the rule of law emphasizes respecting, abiding by and applying the law, and actively participating in the construction of a law-based country, which is in line with the pursuit of "democracy" in the spirit of May Fourth Movement, such as civil rights and social equity. Public participation emphasizes active involvement in public affairs and the courage to take on social responsibilities, which is in line with the "progressive" attitude of "every citizen has a responsibility for the rise and fall of the country" in the spirit of May Fourth Movement. Therefore, the spirit of May Fourth Movement is highly consistent with the requirements of political identity, scientific spirit, legal awareness and public participation in the new curriculum standards.

3.1.2. The Spirit of May Fourth Movement is in Line with the Content of Ideological and Political Courses

Ideological and political courses are key courses for implementing the fundamental task of fostering virtue and nurturing talent. Integrating the spirit of May Fourth Movement into the educational content of ideological and political courses can effectively enhance the appeal and effectiveness of ideological and political education. Through the narration of the patriotic actions of the young people during the May 4th Movement, students can feel the concrete manifestations of patriotism and be inspired to take on a sense of mission and responsibility. When explaining the Marxist Outlook on development in ideological and political classes, students' awareness of promoting social development with progressive thinking is stimulated by using cases of The Times. The May Fourth Movement period's "opposition to autocracy and pursuit of democracy" provided historical cases for ideological and political courses, helping students deeply understand the connotation of democracy. In ideological and political courses, the scientific spirit of breaking superstition and pursuing truth during the May Fourth Movement period is combined to help students think rationally and understand the world with a scientific attitude.

3.2. The Value Implications of Integrating the Spirit of May Fourth Movement into High School Ideological and Political Courses

3.2.1. It is Necessary to Implement the Fundamental Task of Fostering Virtue and Nurturing Talent

Moral education and talent cultivation are the fundamental tasks of current education in our country and also the core mission of high school ideological and political education.

Integrating the spirit of May Fourth Movement into high school ideological and political courses can help enhance the moral cultivation of high school students and temper their spiritual character. High school students are at a crucial stage when they are full of vigor, dreams and vitality. Therefore, the ideological and political courses in high schools should continuously deepen the educational content of the spirit of May Fourth Movement and give full play to its key role in moral guidance. By constantly strengthening the "Four Confidences", enhancing the "Four Consciousnesses", and practicing the "Two Safeguards", we guide students to establish correct political positions, thereby effectively achieving the fundamental educational goal of fostering virtue and nurturing talent.

3.2.2. The Need to Cultivate and Practice the Core Socialist Values

The core socialist values not only inherit the progressive genes of the spirit of May Fourth Movement in pursuing democracy and science, but also innovatively develop and elevate its spiritual core in the new era. The relationship between the two is inseparable. Since the May Fourth Movement, there have been important historical periods such as the founding of the Communist Party of China, the birth of the People's Republic of China, the launch of reform and opening up, and the entry of socialism with Chinese characteristics into a new era. The evolution of these major historical milestones has laid a solid theoretical foundation and profound historical background for the core socialist values. The outbreak of the May 4th Movement gave birth to the great May 4th Spirit, laying the foundation and source of the spiritual spectrum of the Communist Party of China. The core socialist values of the new era are the continuation and elevation of this spiritual spectrum in contemporary times. In high school ideological and political courses, the process of learning the spirit of May Fourth Movement is the process of internalizing the core socialist values in one's heart, and the process of promoting the spirit of May Fourth Movement is the process of externalizing the core socialist values and putting them into practice.

3.2.3. The Driving Force for Realizing the Great Rejuvenation of the Chinese Nation

The spirit of May Fourth Movement, with its contents of "patriotism, progress, democracy and science", not only profoundly shaped the genetic map of the Chinese spirit, but also provided an eternal value coordinate for realizing the "Chinese Dream". Integrating the spirit of May Fourth Movement into high school ideological and political courses holds significant educational value for enhancing the ideological and moral qualities of contemporary high school students. High school students in the new era grow up in the cradle of happiness, without experiencing the tempering of major hardships. They are limited to a partial understanding and fail to deeply recognize the value of spiritual inheritance. Therefore, it is necessary to give full play to the educational function of ideological and political classes, tell the May 4th story well, practice the spirit of May Fourth Movement, and ensure that the spirit of May Fourth Movement is passed down from generation to generation and the red bloodline flows forever from the perspectives of theory, practice and The Times. Let students establish their ideals and beliefs through learning, thinking, understanding and acting, implement the inheritance of the spirit of May Fourth Movement in their actions, and consciously shoulder the historical mission of realizing the great rejuvenation of the

Chinese nation.

4. The Implementation Path of Integrating the Spirit of May Fourth Movement into High School Ideological and Political Courses

4.1. Relying on Classroom Teaching, Build a Bridge for Integration

The ideological and political classroom is the "first classroom" of ideological and political education and also the main channel for the spirit of May Fourth Movement to be integrated into students' hearts. It plays a significant role in students' growth and development. In classroom teaching, teachers should not only teach students "what to learn", but also guide them "how to learn". Integrate the spirit of May Fourth Movement naturally throughout the entire teaching process, enabling high school students to carry forward the seeds of the spirit of May Fourth Movement in their cultural studies.

First, ideological and political course teachers should take the spirit of May Fourth Movement as the spiritual banner, closely adhere to the curriculum standards and teaching objectives, and systematically design teaching content. Teachers should integrate the spirit of May Fourth Movement throughout the entire classroom teaching process, enabling students to deeply understand the connotation of the spirit of May Fourth Movement. Through classroom teaching, the spirit of May Fourth Movement should be deeply rooted in students' hearts, highlighting its significant position in ideological and political course teaching. This enables students to implant the spirit of May Fourth Movement while learning classroom knowledge, thereby enhancing their moral cultivation and elevating their spiritual realm. For instance, teachers can achieve the organic integration of the connotation of the spirit of May Fourth Movement with the course content by developing teaching modules on the theme of the spirit of May Fourth Movement and creating high-quality classes. During this process, teachers should particularly pay attention to grasping the convergence point between the spirit of May Fourth Movement and high school ideological and political courses, and focus on solving the three core issues of "why to integrate", "how to integrate" and "in what form to integrate", so as to build a scientific and systematic ideological and political course education system.

Second, teachers should transform their teaching concepts, take topics as the lead, carry out thematic teaching, and highlight the students' dominant position. Teachers can closely adhere to the topic and rely on the context to set up classroom activities. For instance, in the sub-topic 1 "Looking Back on the Past - How was the spirit of May Fourth Movement Formed?" When teaching, teachers can carry out the activity of "I'll Talk about the May 4th Movement". Such activities not only stimulate students' initiative in participating in the class but also cross the history subject and strengthen the education of the history of the Communist Party of China. In the second sub-topic of "Looking at the Present - What is the Value of the spirit of May Fourth Movement?" When teaching, teachers can set up role-playing activities in combination with the context. Students can play the roles of different classes in the May Fourth Movement, such as the national bourgeoisie, the working class, and the petty bourgeoisie, and understand the spirit of May Fourth

from the perspective of different classes. When conducting the teaching of sub-topic 3, "Looking to the Future - How to Carry Forward the spirit of May Fourth Movement", teachers can organize a speech activity with the theme of "How High School Students can Carry forward the spirit of May Fourth Movement and Write a New Chapter of The Times", guiding students to combine their personal ideals with social ideals, actively engage in the great practice of socialism, and strengthen their sense of mission and responsibility. This enables students to understand the history of the May Fourth Movement in classroom activities, adds interest to the class and enhances the effectiveness of teaching.

4.2. Explore Campus Cultural Carriers and Strengthen Implicit Education

The integration of the spirit of May Fourth Movement into high school ideological and political courses should adhere to the combination of explicit education and implicit education. Campus culture, as the "second classroom" of ideological and political education, features subtle permeability and flexible adaptability, and has become an important carrier for moral education and talent cultivation in schools. Unearthing campus cultural carriers and integrating the spirit of May Fourth Movement into the "second classroom" of ideological and political education is an important measure to cultivate patriotic genes and enhance the effectiveness of cultural education.

First, at the level of campus spiritual culture. Campus spiritual culture is the unique character accumulated and formed by each school over a long period of operation. It embodies the school's educational philosophy, institutional essence and cultural genes. It is not only a vivid portrayal of the school's historical heritage, but also imperceptibly shapes the spiritual world of students. Schools should integrate the spirit of May Fourth Movement into all aspects of campus spiritual culture construction. This can be achieved by condensing spiritual symbols such as school songs, mottos and emblems, improving campus systems and charters, and creating distinctive school activities. For instance, stories of May 4th model figures can be shared through the campus radio station. Play songs such as "Glory to the Communist Youth League of China" and "The Sea of Flowers in May" to create a unique campus atmosphere rich in the spirit of May 4th and continuously deepen the educational value of campus culture.

Second, at the material and cultural level of the campus. Campus material culture is usually presented in an intuitive form. To explore the spirit of May Fourth Movement contained in the material culture of the campus, we should make full use of material cultural carriers such as campus bulletin boards, electronic screens, cultural walls, long corridors and exhibitions. Schools can promote the spirit of May Fourth Movement through theme Youth League days, with each class's Youth League branch as a unit. They can also set up special columns for the publicity and education of the spirit of May Fourth Movement in school newspapers and periodicals. For instance, teachers can guide students to design posters about the spirit of May Fourth Movement and create blackboard newspapers and other interactive activities to transform the spirit of May Fourth Movement into a form that students love and feel intuitively, allowing them to experience it. Especially at special time points such as Youth Day on May 4th, efforts should be made to create a thematic cultural environment. For instance, activities like May 4th

publicity meetings should be held to deepen students' understanding and recognition of the spirit of May Fourth Movement.

4.3. Leverage Digital Technology Resources to Expand the Space for Ideological and Political Education

With the rapid development of digital technology, the Internet has become an important carrier for students' study and life. Its openness, immediacy and interactivity have broken through the time and space limitations of traditional ideological and political education, opening up a broader space for theoretical teaching of ideological and political courses.

First, schools should occupy the digital education front and integrate high-quality educational resources related to the spirit of May Fourth Movement into students' daily lives. Relying on the school's official new media platforms, such as wechat official accounts, Douyin, Kuaishou, official Weibo and the school's official website, special columns related to the spirit of May Fourth Movement will be planned and launched. Through forms that are popular among high school students, such as pictures, texts and short videos, the contemporary connotation of the spirit of May Fourth Movement will be disseminated. In ideological and political classes, interactive learning topics related to the spirit of May Fourth Movement can also be set up to guide students to speak freely. Ideological and political teachers or relevant experts will respond and answer questions in a timely manner. Through the collision of ideas, the understanding of the spirit of May Fourth Movement can be deepened. This model of content display - discussion and exchange - ideological guidance not only grasps the ideological pulse of students but also enhances the sense of The Times and effectiveness of ideological and political education.

Second, teachers should be adept at using digital information technology to break the boundaries of the classroom. Teachers select vivid classroom teaching cases that showcase the contemporary value of the spirit of May Fourth Movement by adopting new media forms such as short videos and micro-lessons. At the same time, online thematic discussions can also be held in conjunction, and interactive sections such as "Youth Speak on the spirit of May Fourth Movement" can be set up to stimulate students' active thinking and positive expression. Teachers can also utilize AI technology to enable historical figures to engage in dialogue with students. Through the interaction of scenarios and roles, students' emotional identification can be strengthened, allowing them to deeply understand the spirit of May Fourth Movement. If material conditions permit, VR technology can also be used to recreate the real historical scenes of the May Fourth Movement, allowing students to experience the shock of the May Fourth spirit in an immersive way. Effectively integrate the spirit of May Fourth Movement with digital technology, continuously improve the quality and level of content output, further enhance the influence of online ideological and political education centered on the spirit of May Fourth Movement, and create an "online classroom" for inheriting and promoting the spirit of May Fourth Movement. Yang Miao. the spirit of May Fourth Movement and the Mission and Responsibility of Youth in the New Era [J]. Journal of Liaoning University of Technology (Social Sciences Edition),2022,24(04):4-6. These forms not only enhance students' sense of immersion and the appeal of

learning, but also promote the inheritance and promotion of the spirit of May Fourth Movement among contemporary youth. Guide high school students to consciously practice the correct value orientation in both thought and action.

4.4. Carry Out Practical Teaching and Fulfill the Mission and Responsibility in Practice

The new era calls for good young people with ideals, a sense of responsibility, the ability to endure hardships and the willingness to strive. This requires young students not only to be theoretical learners of the spirit of May Fourth Movement, but also to be its practitioners. In practical teaching, teachers should take the spirit of May Fourth Movement as a guide, integrate high-quality practical teaching resources both inside and outside the school, and create practical education venues by combining the "small classroom within the school" with the "large classroom in society".

First, create small practical classrooms on campus. Schools can make full use of their own resources and geographical advantages to carry out theme education activities on the spirit of May Fourth Movement, such as the "Tell the May 4th Story Well and Carry Forward the spirit of May Fourth Movement" drama competition, the "Carry Forward the spirit of May Fourth Movement, I'm the Best" speech contest, and the shooting of "Special Short Films for May 4th" microfilms, etc. Through these activities, the spirit of "patriotism" can be expressed. Compete with the pursuit of "progress"; The awareness of performing "democracy"; Adopt a "scientific" attitude, stimulate students' enthusiasm, enhance emotional experience, deeply understand the spirit of May Fourth Movement, and then consciously carry forward the spirit of May Fourth Movement.

Second, create a large classroom for social practice. Teachers can rely on the vast social classroom to carry out activities such as "walking ideological and political classes" and "Ideological and political classes in venues", and make good use of red sites such as the Beijing New Culture Movement Memorial Hall (Peking University Red Building) and the site of the Burning Zhaojialou, as well as Dazhao Li's former residence, to create real Spaces for learning the spirit of May Fourth Movement, and conduct theme research and study activities on the spirit of May Fourth Movement. Lead students from Zhaojialou in Beijing to May 4th Square in Qingdao, making the classroom teaching of the spirit of May Fourth Movement truly "come alive". Furthermore, in the context of the new era, the scope of "May 4th Youth Pioneers" has expanded from a single youth movement to include young pioneers in multiple fields such as those who break through barriers in scientific and technological innovation, those who till rural revitalization, those who contribute to social services,

and those who defend the country's borders as the backbone of steel. Therefore, teachers can make full use of the educational resources around them, organize students to interview the young pioneers and role models of the new era, and listen to their outstanding stories. Let students experience the practical power of the spirit of May Fourth Movement in real on-campus and off-campus activities, so that the spirit of May Fourth Movement can truly be deeply integrated into their minds and transformed into voluntary actions.

5. Summary

The value connotation of the spirit of May Fourth Movement will continue to enrich with the development of The Times. When teachers integrate the spirit of May Fourth Movement into high school ideological and political courses, it not only enriches the teaching content but also plays an important role in fostering virtue and nurturing talent. Teachers should promote the in-depth integration of the spirit of May Fourth Movement into ideological and political education from multiple aspects, highlight the ideological guiding role of ideological and political courses, give full play to the powerful contemporary and educational value of the spirit of May Fourth Movement, and cultivate students to form the spiritual qualities of "patriotism, progress, democracy and science". Plant the great May 4th spirit in the hearts of high school students and enable them to contribute the strength of the youth to the great rejuvenation of the Chinese nation.

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