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Exploring the path of cultivating sound personality of high school students in high school ideology and politics class

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Abstract: Since the 18th Party Congress, the construction of spiritual civilization in the education system has received great attention, and the establishment of moral education has become a fundamental task of education. As a key course for implementing the fundamental task of cultivating moral character, high school ideology and politics classes have significant value for cultivating sound personality of high school students. It is urgent to organically integrate personality education into high school ideology and politics classes, and it is imperative to play an active role of high school ideology and politics teachers in personality education, and it is significant to gather the joint efforts of school, family and society to carry out personality education.

Keywords: High school ideology and politics class; Sound personality; High school students.

1. Foreword

The Modernization of China's Education 2035 states that "with the working goal of gathering people's hearts, perfecting personalities, developing human resources, nurturing talents, and benefiting the people, cultivating socialist builders and successors with comprehensive development of moral, intellectual, physical, and aesthetic qualities." [1] In the report of the 20th National Congress, General Secretary Xi Jinping also emphasized the need to implement the fundamental task of building moral character in order to cultivate socialist builders and successors with comprehensive development of moral, intellectual, physical, aesthetic and labor [2], which all coincide with the original intention of cultivating the new man of the times in high school ideology and politics classes, and the endogenous meaning of cultivating students' sound personality. High school students are in the critical period of personality development, to accelerate the use of socialist ideas with Chinese characteristics in the new era to forge the soul and nurture people, it is necessary to focus on the shaping of sound personality of high school students, and explore the path of cultivating sound personality of high school students in high school ideology and politics classes, which can create inexhaustible momentum for accelerating the new curriculum reform and truly implementing quality education.

First, the specific connotation of sound personality for high school students can be summarized in the following aspects.

1.1. The right mindset

A correct ideology is the primary connotation of a sound personality for high school students. First of all, having firm ideals and beliefs. High school students must be firm believers of Marxism, support the leadership of the Communist Party of China, and aspire to build our country into a modern power. Secondly, establish correct values in life. High school students should have their own goals and aspirations, set high ambitions and realize their life values. Once again, have a clear self-concept. High school students must be able to correctly understand themselves and be pleased with themselves, and on this basis correctly deal with the relationship with others and society.

1.2. Excellent moral qualities

Excellent moral qualities are inherent in the sound personality of high school students. One should have virtue; high school students should have good moral character and develop good moral behavior habits in study and life. Secondly, they should have goodness. High school students should first know goodness and be able to seek goodness with one heart, and on this basis, they should be conscious of goodness, have a good heart and love, and constantly promote goodness and actively do goodness in practice.

1.3. Coordinated physical and mental development

Coordinated physical and mental development is a proper part of a sound personality for high school students. On the one hand, it is necessary to have a strong physical quality. A healthy body is an inevitable prerequisite for individuals to engage in all activities, and high school students with a sound personality must first have a strong body to maximize their potential, to fully enjoy learning and life, and to be the pillars of the motherland in the future. On the other hand, they must have a healthy psychological quality. A high school student with a sound personality should have relatively stable emotions, perseverance, flexibility, excellent self-control and optimism, etc.

1.4. Harmonious adaptation mechanism

Harmonious adaptation mechanism is a necessary requirement for a sound personality of high school students. One should have strong social adaptability. High school students should be able to adapt to academic life, properly integrate into the new environment, be able to establish harmonious interpersonal relationships, and have a sense of teamwork and collective spirit. Secondly, they should have a creative spirit and a sense of rules. High school students

should develop innovative thinking, consciously abide by discipline and rules, and firmly uphold the socialist rule of law. Third, they should have a sense of social responsibility. High school students should take the initiative to assume the mission, be brave to take social responsibility, and strive to be the new man of the times.

2. The meaning and value of cultivating a sound personality in high school ideology and politics classes for high school students

2.1. Curriculum goals outline the ideal outline for nurturing the sound character of high school students

According to the curriculum standards, high school ideology and politics classes have comprehensive subject content, school moral education work leadership, and practical curriculum implementation. [3] The high school ideology and politics course occupies an important position in the high school curriculum system, playing the role of political leadership and value leadership, and its curriculum objectives are intrinsically and highly consistent with cultivating a sound personality in high school students. Through the study of high school ideology and politics curriculum, students should have the core literacy of the subject, mainly embodied in: a high degree of confidence in the Party and socialism with Chinese characteristics, to enhance political identity; Marxist positions, views and methods to think and analyze issues, to promote the spirit of science; firmly uphold the socialist rule of law, to establish a sense of the rule of law; actively participate in the practice of democratic life, orderly public participation. Therefore, the cultivation of core literacy in high school ideology and politics is precisely the manifestation of shaping the sound personality of high school students, which can help them establish correct ideological concepts, forge excellent moral qualities, obtain coordinated physical and mental development, and construct harmonious adaptation mechanisms in the process of cultivating core literacy.

2.2. Subject-specific characteristics reflect the importance of nurturing the integrity of high school students

The ideology and politics class is the key course to implement the fundamental task of establishing moral education, and the role of ideology and politics class is irreplaceable. [4] Compared with other disciplines, high school ideology and politics has a high political and ideological standing, and its own nature and characteristics determine that it is not only a discipline that imparts theoretical knowledge, but also a science of moral education, undertaking the mission of forging the soul and educating people. Since the founding of New China, the high school ideology and politics class has rushed to the front line of moral education, dedicated to the transfer of scientific knowledge through the Marxist theoretical system to achieve the purpose of nurturing the new generation for the party and the country. In order to become the talents needed by the Party and the country, high school students must have "talent" and "morality" at the same time, which is the rightful meaning of cultivating a sound personality in high school students.

2.3. The content has the natural and unique advantage of nurturing the sound personality of high school students

The content of high school ideology and politics classes is full of nurturing, and there are many potential educational resources for personality-building activities, and many opportunities to use them to cultivate the sound personality of high school students. By sorting out the resources in high school ideology and politics textbooks that are conducive to the formation of sound personalities of high school students, it can be seen that the subject of high school ideology and politics has a unique natural advantage in the cultivation of sound personalities of high school students, and the unification of explicit teaching and implicit influence has strong operability in teaching practice.

3. Finding the path of cultivating sound personalities of high school students in high school ideology and politics classes

3.1. Organic integration of personality education into high school ideology and politics classes

In terms of the teaching process, high school ideology and politics is an activity-based subject course, its teaching process should not only stay at the level of simply imparting theoretical knowledge system, but should make full use of the immediate and generative classroom to strengthen the cultivation of personality, looking for educational points in the teaching process to cultivate students' sound personality, making full use of the various situations that arise in the classroom to bring into play educational resourcefulness, making the teaching process of "In the process, we focus on the evaluation of students' personality development, implement evaluation in the classroom teaching process, give students timely and specialized evaluation, create a safe and friendly evaluation atmosphere, and help students Students can use the art of evaluation to help them achieve personal perfection through self-awareness and self-transcendence. For example, when teaching the lesson of "Law Abiding for All" in Compulsory 3, you can ask students to talk about their experiences and analyze their experiences of using legal weapons to protect their legal rights and interests, and give full recognition and praise to students for their increased awareness of the rule of law, so as to help them firmly believe in the rule of law.

In terms of teaching tools, high school ideology and politics textbooks are the traditional means of teaching, and the starting point for personality education must be found from the textbooks, but we cannot just rely on the textbooks, which only provide the script for the cultivation of students' sound personality. With the maturity of new media technology and the development of network technology, the high school ideology and politics curriculum must combine traditional teaching methods with modern teaching methods and realize the deep integration of information technology and personality education in high school ideology and politics classes, and thus innovate ways to cultivate sound personalities of high school students. For example, when teaching the lesson of Compulsory 3 "Grassroots Mass Autonomy System", when explaining the practice of

grassroots democracy, we can make full use of the online platform to show the ways of participation through video demonstrations, lead students to understand the wonderful use of government mailboxes, enhance students' sense of ownership and orderly participation in political life.

In terms of teaching methods, the high school ideology and politics course emphasizes the practical nature of curriculum implementation, making sure that the curriculum is close to the actual lives of students, in line with the actual thinking and psychological expectations of students, and constantly exploring open and interactive teaching methods. The high school ideology and politics class to cultivate the sound personality of high school students, you can use contextual teaching, create life situations, in the context of the pottery of the opportunity to inculcate and teach students personality, improve their feelings and expression in the situation, promote the high school students know, feelings, ideas, actions and other elements of the harmonious symbiosis, and then shape their sound personality. For example, when teaching the lesson of "Making the market play a decisive role in resource allocation" in Compulsory 2, you can create a life situation of "talking about vegetable growing" and set up inquiry activities with "Old Liu and celery" as the main line, so that students can feel the market order around them. The students can feel the market order around them, make it clear that market economy is a credit economy, and thus develop the moral quality of honesty.

In terms of learning styles, the integration of personality education into high school ideology and politics classes is not a one-way theoretical indoctrination by teachers, but rather emphasizes student autonomy, initiative, motivation and creativity, emphasizing that students acquire knowledge, improve their abilities and experience emotions through self-learning, cooperation and inquiry. Through the change of learning style, it is conducive to helping students understand themselves correctly and improve their self-control and self-management ability; it is conducive to guiding students to build harmonious interpersonal relationships and master communication skills in a cooperative atmosphere; it is conducive to developing students' inquisitive thinking and imagination and cultivating their innovative character, so as to better cultivate the sound personality of high school students. For example, when teaching the lesson of "The Chinese Dream of Realizing the Great Revival of the Chinese Nation" in Compulsory 1, you can set up three inquiry activities of "Remembering the Past - Seeing the Present - Showing the Future", so that Students can follow the pace of China's high-speed railway development, explore the essence of the Chinese Dream in cooperation, clarify the historical mission of the Party in the new era, and establish firm ideals and beliefs.

In terms of educational resources, the high school ideology and politics class to carry out personality education resources are rich and varied, should be good at developing student resources, current political resources, local resources, network resources, etc., to help promote the development and perfection of the true, good and beautiful personality of high school students. For example, students can be guided to pay attention to the national policy and the domestic and international situation to enhance their sense of political identity and mission responsibility; for example, the recent "Hu Xinyu incident" can be introduced into the ideology and politics class to help students understand the importance of healthy physical and mental development, so as to timely correct bad personality tendencies and promote the cultivation of sound personalities of high school students.

3.2. Utilizing the active role of high school ideology and politics teachers in personality education

From the perspective of educational philosophy, high school ideology and politics teachers themselves must have the basic quality of personality education for students, changing the traditional educational philosophy of "points first" and establishing the modern concept of personality education. On the one hand, high school political science teachers should actively participate in training, lectures and other activities related to personality education, deepen their understanding of personality education, master the necessary knowledge of personality and certain skills and techniques to carry out personality education, based on this basis for high school students to cultivate a sound personality. On the other hand, the high school ideology and politics teachers should conform to the torrent of the times, change the previous "teaching" stereotypes, strengthen the attention to high school students' personality education, understand the current situation of high school students' personality development, and better cultivate high school students' sound personality.

From the perspective of professional ethics, high school ideology and politics teachers must use good teacher ethics to establish morality and cast the soul. On the one hand, the teacher's professional labor is a kind of personality to cultivate personality, to shape the soul of the labor, precisely as the Russian educator Ushinsky said, "the teacher's personality is everything in the cause of education, only personality can influence the formation and development of personality." [5] Teachers themselves must have excellent personality traits to set a good example for students. On the other hand, high school ideology and politics teachers must establish the concept of lifelong learning, with the development of the times, constantly understand the new tendencies of students' personality development, update their own personality knowledge base, and constantly keep the righteousness and innovation to better cultivate a sound personality of high school students.

From the perspective of educational perspective, High school ideology and politics teachers should establish a big picture view of personality education, do a good job of planning for students' personality cultivation in the three years of high school, cultivate students' disciplinary core literacy, and further cultivate high school students with sound qualities in all aspects of personality development, so that they have great personalities, get coordinated physical and mental development, and improve their social adaptability.

3.3. To unite the efforts of school, family and society to carry out personality education

From the school's point of view, while taking high school ideology and politics classes as the main channel to cultivate sound personality of high school students, schools should combine other subjects and daily ideological and political education work to carry out personality education work and play a leading role in personality education in schools. For example, schools can promote the integrated construction of life education, patriotism education, ideal and belief education, excellent traditional culture education, mental health education and rule of law education, chiseling the personality education resources in them to better cultivate the

sound personality of high school students.

From the family's point of view, parents, as important others of children, and family as the first environment for children to grow up, often have decisive significance in the process of children's growth. The exemplary role of parents always influences the development of children's personality in an unmoving form. To make high school students have a sound personality through family education, parents must teach by example and build a democratic and egalitarian family; parents must understand the urgency of personality education, children establish correct personality cognition from childhood, gain positive personality experience, sharpen tough personality will, and finally form good behavior habits. The foundation for the formation of a sound personality is laid.

From the society's point of view, as the fertile soil for nourishing the sound development of high school students' personality, it is necessary to combine the big social classroom with the small classroom of Civics, lead students out of the classroom and into the society, and find good opportunities for personality education in the big social moral education classroom. For example, we should organize students to visit martyrs' cemetery to feel the heroic spirit and national courage of revolutionary martyrs, so as to build the ideal sound personality of high school students.

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