

# Research on the Current Situation and Countermeasures of Patriotism Education for High School Students - Taking Zigong City as an Example

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**Abstract:** *The promulgation and implementation of the Patriotism Education Law of the People's Republic of China has provided a more perfect legal guarantee for the strengthening of high school students' patriotism education by the coercive force of national regulations. This paper researches the patriotism education of high school students under the background of the Patriotism Education Law of the People's Republic of China through literature research method and questionnaire survey method, and analyzes the patriotism education of high school students, which has the problems of insufficient understanding of the content of patriotism education, the effect of patriotism education method to be improved and the evaluation mechanism of patriotism education is not sound, and puts forward a proposal of subject teaching in response to these problems. In the light of these problems, it also proposes that the content of patriotism education should be carried through the teaching of academic disciplines, that the method of patriotism education should take root in practice, and that the evaluation mechanism of patriotism education should be improved.*

**Keywords:** Patriotic Education Law of the People's Republic of China; High school students; Patriotic education.

## 1. INTRODUCTION

On page 334 of the third volume of Xi Jinping on the Governance of the Country, General Secretary Xi Jinping said, "For Chinese youth in the new era, love for the motherland is the foundation for establishing oneself and becoming successful. In contemporary China, the essence of patriotism is to adhere to the high degree of unity between love of the country and love of the Party and socialism." [1] On October 24, 2023, the Sixth Meeting of the Standing Committee of the Fourteenth National People's Congress voted to adopt the Patriotic Education Law of the People's Republic of China (hereinafter referred to as the Patriotic Education Law), which will come into effect from January 1, 2024 onwards. The official promulgation of the Patriotism Education Law has undoubtedly carved a colorful mark in the development of patriotism education for high school students, and is of great significance as a milestone. These policies and laws not only provide a solid legal foundation and institutional guarantee to cope with the challenges and value crises faced by patriotic education for high school students in the context of the new era, but also inject strong confidence and motivation for high school students to deepen their love for the motherland, strengthen their loyalty to the country and actively practice patriotism in the new era.

## 2. DEFINITION OF CONCEPTS RELATED TO PATRIOTISM EDUCATION FOR HIGH SCHOOL STUDENTS

### 2.1 Connotation of patriotism

Patriotism is the topic of the times and the main need for the development of the country and the survival of the nation, patriotism is also an important concept with a long period of formation and development, and in the process of the formation and development of this concept, it is also In the process of the formation and development of this concept, it has been given a more systematic and professional explanation and concept, which is analyzed and elaborated in the classic Dictionary. analyzed and elaborated, which believes that patriotism education is derived from the heartfelt love for the country, and is a higher level of emotional expression. It believes that patriotic education comes from the heartfelt love of the country and is a higher level of emotional expression. In the process of its expression and development, it is also influenced by factors such as personal thought, value scale, political pursuit and personal emotion. pursuit and personal emotion. In addition, the connotation and pursuit of patriotism

thought is not change with the changes in society, economy and environment, etc. They embody the cultural characteristics of the country and the nation. It embodies the cultural characteristics and pursuits of the country and the nation, and at the same time, it is constantly integrating and developing with the surrounding countries and regions. The cultural characteristics and pursuits of the country and the nation are also constantly integrating and developing with surrounding countries and regions [2].

According to scholar Tuo Haiyue, "On the one hand, patriotism is a positive psychological tendency to identify with the values of the motherland based on the knowledge of the natural, social and political elements of the motherland, and it is a feeling of love for the motherland. Patriotic feelings are divided into levels, from the overall love for the motherland to the centralization of national self-esteem, self-confidence, pride, which is a deepening of emotions from the low level to the high level of performance. On the other hand, patriotism can make individuals realize the close relationship between themselves and their motherland, thus influencing their behavior. For example, people with patriotic feelings tend to be firm in their ideals and brave in their responsibilities, and will consciously safeguard the best interests of the country and express their patriotic feelings through practical actions." On this basis, scholar Tuo Haiyue defines patriotism education as: "Patriotism is a sense of belonging and identity based on the knowledge of the motherland and the gradual emergence of a sense of belonging and identity, and the resulting spiritual power can adjust their own patriotic behavior, which is the organic unity of the three patriotic knowledges, feelings, and behaviors." [3] This paper mainly adopts the definition of patriotism by scholar Tuo Haiyue.

## **2.2 Connotation of patriotic education**

The Dictionary of Propaganda and Public Opinion states, "The so-called patriotism education is a propaganda and education activity that cultivates and guides people to form dedication and struggle for the motherland, and it is the do content and task of the national propaganda and education work, as well as a necessary constituent of the ideological and political work system." [4] According to Tuo Haiyue, "Patriotism education refers to the teaching and practical activities in which educators, under the guidance of the state and the party's guidelines and policies and through the role of the educational subject, the educational object, and the educational intermediary, carry out patriotism cognitive education, emotional education, and behavioral norms education for the recipients in a purposeful and methodical way." [5] According to scholar Zhu Guilian, "Patriotism education is essentially an educational practical activity to cultivate patriots." [6]

When exploring the connotation of patriotism education, different scholars, despite their different viewpoints, generally focus their attention on the centrality of practical activities, believing that patriotism education is a practical activity. At the same time, patriotic education is not an innate emotion, but requires educators to consciously and systematically guide and cultivate the educated. This process of patriotism education involves cognition, emotion, and behavior, aiming to make patriotism a spiritual force in the heart of the educated, and through the infiltration and nourishment of practical activities, to let patriotism take root in everyone's heart and produce a far-reaching and lasting impact. This article mainly adopts the definition of patriotism education by scholar Tuo Haiyue.

## **3. THE SIGNIFICANCE OF PATRIOTIC EDUCATION FOR HIGH SCHOOL STUDENTS**

Patriotism education is important to help high school students shape a correct worldview, outlook on life and values. In today's increasingly globalized world, a variety of ideas and cultures are intertwined and collide, and the ideology of high school students is easily influenced by the outside world. Through patriotic education, high school students can deeply understand the history of the country, learn about the struggles and sacrifices made by countless revolutionary forefathers for the country, learn from the courage of revolutionary forefathers who never retreated in the face of difficulties, and form a positive outlook on life. Through understanding the glorious history and historical achievements of the country, high school students understand the law of national development and the cause and effect relationship of things, and form a dialectical worldview. They learn the importance of adhering to national interests and collective interests, clarify their responsibilities and missions, and form correct values. This correct concept will guide them to adhere to the right direction in their future study and life, and contribute to the prosperity of the country and the happiness of the people.

Patriotism education can enhance high school students' national pride and self-confidence. In the course of its five thousand years of historical development, the Chinese nation has created world-renowned achievements of

splendid culture, scientific and technological inventions, and magnificent architecture. By understanding and learning about these histories and cultures, high school students can deeply feel the pride and self-confidence of being Chinese. This sense of national pride and self-confidence will inspire them to love their motherland more, cherish its cultural heritage more, and defend its dignity and interests more firmly. At the same time, this sense of national pride and self-confidence can make high school students more confident to face the challenges of the future and to bravely pursue their dreams.

Strengthening patriotism education for high school students is of great significance in promoting the stability of the country and the harmonious development of society. In a country, insisting on national unity and maintaining social stability, this country can prosper and develop. Through patriotism education, high school students are able to realize the importance of maintaining national unity and building a strong sense of community among the Chinese nation, thus causing them to consciously abide by laws and regulations and maintain social order. At the same time, they are able to learn to respect others, care about society and people's livelihood, and actively participate in activities such as voluntary service, so as to contribute to the harmonious development of society. The cultivation of this sense of responsibility and civic awareness will enable high school students to become useful talents in society and lay a solid foundation for the prosperity and stability of the country.

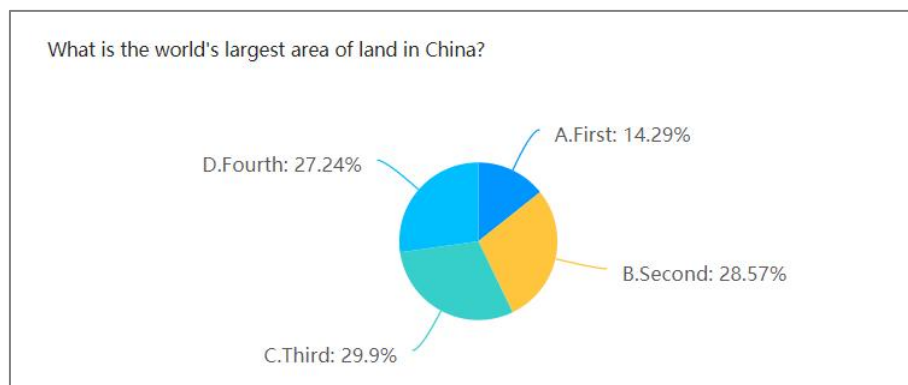
Strengthening patriotism education for high school students helps to carry forward the national spirit and inherit the excellent culture. General Secretary Xi Jinping emphasized in his speech at the 29th Collective Study of the Political Bureau of the 18th Central Committee that "patriotism is the core of the Chinese national spirit" [7]. The national spirit is the soul and pillar of a nation, and the national spirit embodies the values, moral norms and aesthetic tastes of the nation. Through patriotism education, high school students can deeply understand the spiritual connotation and value pursuit of the Chinese nation, so that they can consciously practice the national spirit and become outstanding young people in the new era. At the same time, the excellent traditional Chinese culture is the deep foundation of patriotism. The Chinese nation's steadfast ambition to serve the country, unyielding national temperament, and heroic feelings of generosity to the national disaster are often passed on through poetry, songs and other cultural forms, and the inheritance and development of this excellent traditional Chinese culture not only helps to enhance national cohesion and centripetal force, but also provides a strong support for the country's cultural soft power.

#### **4. PROBLEMS OF PATRIOTISM EDUCATION FOR HIGH SCHOOL STUDENTS IN THE CONTEXT OF THE PATRIOTISM EDUCATION ACT**

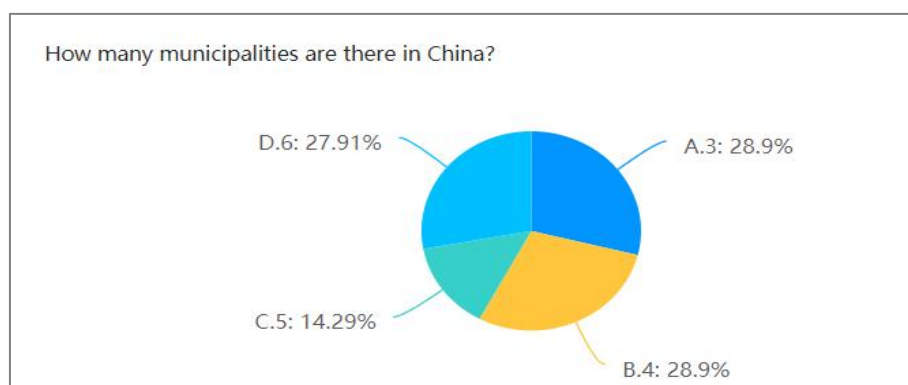
In the context of the promulgation and implementation of the Patriotism Education Law, this study uses the self-edited "Survey on the Current Situation of Patriotism Education for High School Students", and adopts a stratified sampling survey, in which the target respondents are the high school students from the first to the third grades of two high schools, the First Middle School and the Sixth Middle School, in the city of Zigong, with about 50 students from each grade of each school, and a total of 310 questionnaires were distributed and 301 were collected. A total of 310 questionnaires were distributed in this survey, and 301 valid questionnaires were recovered, with an effective rate of 97.1%. On the basic situation of the survey respondents, male students accounted for 49.5% and female students accounted for 50.5%. The first year of senior high school accounted for 37.21% of the total, the second year of senior high school accounted for 28.24% of the total, and the third year of senior high school accounted for 34.55% of the total. The questionnaire data were entered and analyzed using questionnaire star and SPSS 16.0 statistical software.

##### **4.1 Inadequate appreciation of the content of patriotic education**

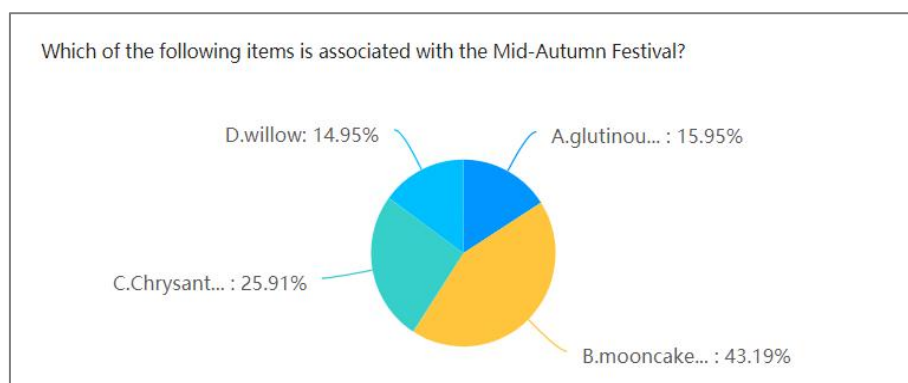
In exploring the performance of the basic general knowledge questions, we note the difference between right and wrong. Overall, the high school student body's mastery of these general knowledge questions is quite impressive, but it is concerning that the percentage of correctness on particular questions is below 80%, a statistic that reflects the fact that the content of patriotism education in our country has yet to be strengthened and perfected in certain areas. The question "What is the world's largest country in terms of land area?" (Figure 1), the correct rate was below 70%, which is very unsatisfactory. On the question "How many municipalities are there in China?" (Figure 2), 28.9% of high school students chose three, 28.9% chose four, and 14.29% chose five. On the question "Which of the following items is associated with the Mid-Autumn Festival?" (Figure 3), 43.19% of high school students chose mooncakes with the best results.



**Figure1:** A survey of the proportion of high school students who believe that our country is the world's largest country in terms of land area in terms of knowledge



**Figure2:** Survey on the proportion of high school students' knowledge of how many municipalities there are in China



**Figure3:** Survey on the proportion of senior secondary school students who think that the relevant items are related to the knowledge of the Mid-Autumn Festival

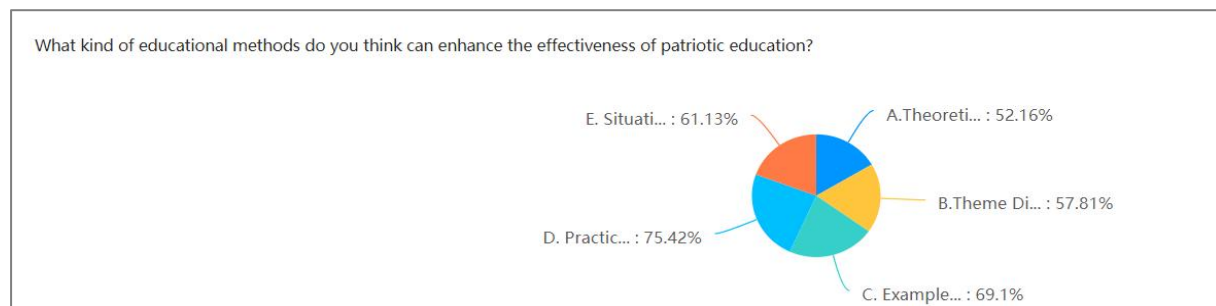
As high school students enter high school stage, their age and cognition gradually mature, but the content of patriotism education still exists a certain degree of confusion, insufficient comprehension of the content of patriotism education, the content of patriotism education still needs to be further enriched and deepened. Although high school students in this period already have a certain theoretical knowledge reserve, they still appear to be incapable of just keeping the content of patriotism education on the surface of literacy, integrating the learned theories into their minds, and constructing a sound worldview, outlook on life and values. Therefore, in the process of promoting patriotism education, the optimization and deepening of education content is particularly critical, which will directly affect whether high school students can integrate the content of patriotism education into their minds, so as to form correct values and deep patriotic feelings.

#### 4.2 Inadequate appreciation of the content of patriotic education

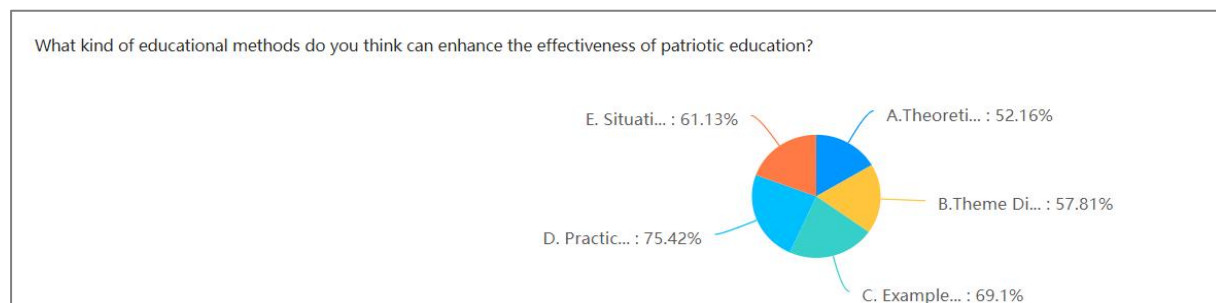
The results of the survey on "Your main source of patriotic knowledge" (Figure 4) show diversified characteristics. According to the data, 81.4% of high school students believe that online media is the main way for them to acquire knowledge about patriotism, which significantly reflects the strong influence of online media in the information age. At the same time, 69.44% of high school students also believe that classroom learning and practical activities are important sources of their patriotic knowledge, which highlights the solid position of the traditional education mode. In addition, it cannot be ignored that 39.2% of high school students believe that their parents' teachings also have an important influence on the shaping of their patriotism, which proves the subtle power of family education. Another 53.49% of high school students mentioned communication among classmates as a channel for acquiring knowledge of patriotism, reflecting the positive aspects of mutual learning and influence among peers. Although we have made remarkable achievements in diversifying the forms of patriotism education, we should also wake up to the fact that the share of classroom teaching in the transmission of patriotism knowledge is still lower than that of online media. This fact reminds us that we must further strengthen the importance of ideological and political classroom teaching and deepen its role in cultivating the spirit of patriotism among high school students.

In terms of the proportion of various educational methods in enhancing the effectiveness of patriotism education (Figure 5), the proportion of practical exercise method is the highest, 75.42%, followed by role model demonstration method, 69.1%, situational experience method, 61.13%, theme discussion method, 57.81%, and theoretical learning method, 52.16%. Therefore, the practical exercise method has a higher advantage in enhancing the effectiveness of patriotic education, followed by the role model demonstration method and the situational experience method. In the open-ended category: What other suggestions do you have for improving the current patriotism education for high school students? Most of the high school students emphasized the development of relevant practical activities to involve high school students in a personal way.

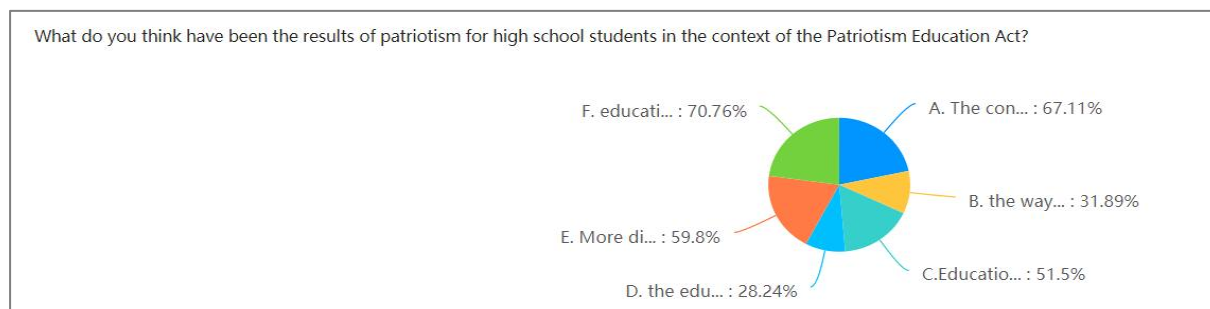
In addition, in: "What do you think has been achieved in patriotism education for high school students in the context of the Patriotism Education Act?" (Figure 6) The increasing diversification of education methods only ranked second to last, which indicates that high school students have made more in-depth demands for patriotism education. High school students want to see diverse ways of participation to meet their respective interests and specialties, while also focusing on deepening their understanding of patriotism through hands-on experience. These data provide us with valuable references that are worthy of in-depth study and reference.



**Figure4:** A survey of the proportion of high school students who consider patriotism to be the main source of their knowledge



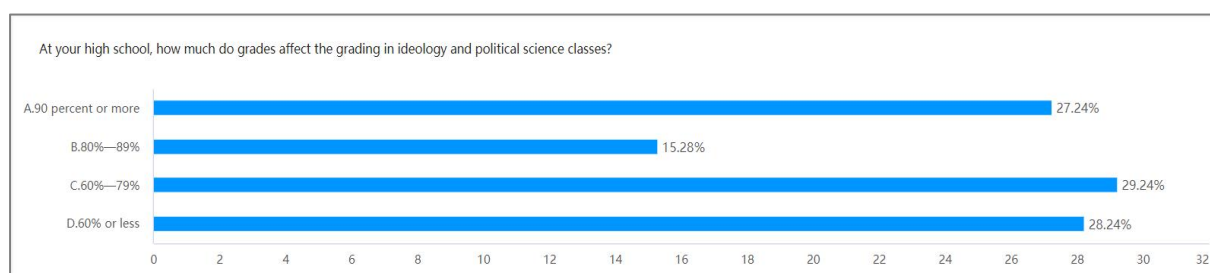
**Figure5:** Survey on the proportion of knowledge of educational methods that high school students consider to be more effective in enhancing the effectiveness of patriotic education



**Figure6:** Survey on the percentage of knowledge of high school students who believe that patriotic education for high school students in the context of the Patriotism Education Act has been effective

### 4.3 Inadequate evaluation mechanisms for patriotic education

Regarding the "high school students' opinion of the evaluation factors of grades on ideological and political courses" (Figure 7), it was found through data analysis that: in Zigong No. 1 Middle School and Zigong No. 6 Middle School, the evaluation factors of grades on ideological and political courses were mainly concentrated in the range of 80% and above, with more than 90% accounting for 27.24% and 80%-89% accounting for 15.28% of the total 42.52% choosing these two options. -89% accounted for 15.28%, totaling 42.52% of those who chose these two options. In addition, the option of 60%-79% was also chosen by a significant percentage, accounting for 29.24%. And the least number of people chose less than 60% with 28.24%. Thus, in this school high school, most of the high school students believe that grades should be 80% and above as a rating factor for the ideology and political science class.



**Figure7:** A survey of the percentage of knowledge of high school students who believe that grades are a factor in the evaluation of ideological and political classes

In most appraisal systems, grades are viewed as the key indicator for assessing the effectiveness of teachers' work. Due to the dual pressure of the assessment system and the college entrance examination system, both teachers and students attach great importance to score results. Under such circumstances, teachers tend to use grades as the standard for measuring the performance of patriotism education. Especially in the teaching evaluation of high school ideological and political courses, the quantitative form of assessment dominates, with the advantage of being able to quickly and clearly show the effect of teaching. Within this system, exams and quizzes are the most commonly used evaluation tools, and they help teachers accurately grasp high school students' mastery of knowledge, as well as their recent learning dynamics and effectiveness. However, it is worth noting that although this approach is effective in assessing the knowledge mastery of senior secondary students, it is difficult to touch upon the achievement of their affective goals. This means that while pursuing high scores, we may have inadvertently neglected the cultivation and assessment of senior secondary students' emotions, attitudes and values.

## 5. COUNTERMEASURES FOR PATRIOTIC EDUCATION OF HIGH SCHOOL STUDENTS IN THE CONTEXT OF THE PATRIOTISM EDUCATION ACT

### 5.1 Patriotic education throughout the teaching of subjects

The Outline for the Implementation of Patriotic Education in the New Era specifies the contents of patriotic education, including insisting on arming the whole Party and educating the people with Xi Jinping's thought on socialism with Chinese characteristics for the new era; carrying out in-depth education on socialism with Chinese



characteristics and the Chinese dream; carrying out in-depth education on the state of the nation and on the form and policies of the country; vigorously carrying forward the spirit of the nation and spirit of the times; carrying out extensive education on the history of the Party, the nation, and the history of reform and opening-up; passing on and carry forward the outstanding traditional Chinese culture; strengthen education on the unification of the motherland and the progress of national unity; and strengthen national security education and national defense education [8]. Patriotism education content in high school political textbooks is also very rich, but high school students have the problem of insufficient patriotism education content, patriotism education content is not limited to political science, it can also be fully reflected in the language, history and geography and other subjects and in-depth education. In language subjects, patriotism education can be infiltrated through the study of various literary works. Through reading literary works depicting the magnificent mountains and rivers of the motherland and glorifying national heroes and revolutionary martyrs, high school students can deeply feel the greatness of the motherland and the pride of the nation. In the subject of history, patriotic education also has a unique advantage in history teaching. Through studying historical events, people and cultural heritage, high school students can learn about the long history and splendid culture of the motherland, and realize the brilliant achievements and great contributions of the Chinese nation in history. In geography, patriotism education can be embodied through the understanding of China's land, resources and environment, humanities and customs. By learning the geographic location, topography, climate characteristics and other natural geographic knowledge of the motherland, high school students can have a more in-depth understanding of the country's natural environment and resource conditions. Patriotism education is not only the task of the political science discipline, but also the common responsibility of the language, history and geography disciplines. Through the teaching and learning of these disciplines, high school students can understand and know their motherland more comprehensively, enhance their national consciousness and national pride, and cultivate their patriotic feelings and sense of national responsibility.

### **5.2 Putting Patriotic Educational Methods to Work with Practice**

To address the problem of poor implementation of patriotism education methods in high school ideological and political class, we can innovate the situation, using contextual teaching method to enhance the emotional experience of patriotism in high school students, the use of issue-based teaching to enhance the rational cognition of patriotism in high school students, and the use of activity-based teaching method to enrich the form of patriotism in high school students' experience. However, these methods are only limited to the classroom, and the practical exercise method can be used outside the classroom. One is to organize high school students to visit patriotic education bases through social practice activities: such as Jiang Sister's hometown, Zigong Martyrs' Cemetery and Lu Deming's former residence, etc., so that high school students in the field trip to understand the history and culture of the country, and feel the greatness of the motherland. Organize high school students to participate in public welfare activities, such as helping the poor and disabled, community service, etc. Through personal participation, high school students realize that only when the country is rich and strong can individuals have better development, thus cultivating their patriotic sentiments. Secondly, through off-campus study activities, Zigong has rich historical and cultural resources, such as the Jianchuan Museum and the Zigong Salt History Museum, which the Sixth High School of Zigong City had traveled to. It displays a rich history of resistance and the deeds of national heroes, and is an ideal place for patriotism education. High school students can summarize and display the results of their study, such as holding exhibitions of their study results and making videos of their study, so that more people can learn about Zigong's local patriotic education resources.

### **5.3 Sound evaluation mechanism for patriotic education in the curriculum**

Patriotism education in high school ideological and political class should follow a series of scientific evaluation principles when building the evaluation mechanism of practical teaching. These principles include the combination of self-evaluation and other people's evaluation, the combination of stage evaluation and summative evaluation, the combination of universal evaluation and special evaluation, the combination of static evaluation and dynamic evaluation, and the combination of qualitative evaluation and quantitative evaluation [9]. Under such a framework, the evaluation mechanism can be issue-led, with specific activity tasks as the cornerstone, to comprehensively assess the learning effectiveness of high school students. The evaluation mechanism should not only focus on the achievements of patriotism education, but also focus on evaluating the emotions, attitudes and abilities demonstrated by high school students in the process of participating in patriotic social practice activities. Such a comprehensive evaluation can more fully reflect the comprehensive quality of high school students. In the evaluation process, it should insist on the combination of self-evaluation and evaluation by others, and insist on the self-record and self-summary of high school students as the main focus, while incorporating the evaluation of classmates, teachers, family members and community workers. Such multi-angle and multi-subject evaluation can

ensure the objectivity and comprehensiveness of the evaluation. The core focus of the evaluation is whether the core literacy of high school students has been effectively enhanced. The specific aspects of the evaluation can be centered on the dimensions of whether the learning objectives of senior secondary students are achieved, whether the teaching activities are well-designed, and whether the practical activities of senior secondary students are effective. Through such evaluation, we can more accurately grasp the learning status and development potential of high school students' patriotism, and provide strong support for the subsequent patriotic education work.

## 6. CONCLUSION

Inheriting the red gene and making patriotic education an eternal mission is a heavy task and a long way to go. The promulgation and implementation of the Patriotic Education Act has provided a solid guarantee for patriotic education for high school students in terms of the legal system. Patriotism is not on paper, but helps high school students to focus on three aspects: cognition, emotion and behavior. Teachers should actively comprehend and practice the Patriotism Education Act to cultivate high school students' patriotism cognition and high school students' patriotism emotion. High school students are in the critical period of value formation, they need correct guidance and motivation. Patriotism is the core of the national spirit, we need to let students understand that the prosperity of the motherland is closely related to them. By telling the heroic deeds and great achievements in history, we can make them feel the deep heritage and strong power of the motherland, and inspire them to love and be proud of the motherland deep in their hearts. In teaching, we should be good at combining subject knowledge, incorporating elements of patriotism, so that students in the learning process subconsciously accept the inculcation of patriotic ideas. Organize colorful activities, such as patriotic theme speeches, visit patriotic education bases, etc., so that students can experience and enhance their patriotic feelings. Students should also be guided to pay attention to national events and cultivate their sense of social responsibility and mission. Encourage them to contribute to the development of the motherland, whether by working hard in their studies or shining in their future jobs. Let's work together and use our wisdom and enthusiasm to hold up a blue sky for the patriotic education of high school students, so that they can become a new generation of people who love the motherland and have a heart for the world. Cultivate a new man of the age who loves the motherland and can take the responsibility of national rejuvenation!

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