

An analysis of information technology cultivating high school students' political identity literacy

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Abstract: Information technology is the product of the information age, which is a more effective and convenient teaching resource for ideological and political courses. The use of information technology to cultivate students' political identity literacy in ideological and political classes in high school is conducive to expanding curriculum resources of ideological and political classes, enriching teachers' teaching forms and methods, and enhancing students' enthusiasm and initiative in learning. However, at present, there are still insufficient teaching time and difficult to implement quality objectives in the cultivation of students' political identity literacy in ideological and political classes in high school. Some contents are abstract and difficult for students to understand, teaching methods are boring, students' participation is low, assessment methods are simple, action motivation is difficult to quantify, etc. The teaching of high school ideological and political courses should strengthen students' political cognition, cultivate students' political emotion, strengthen students' political belief, and promote students' political participation through information technology tools such as information search engine, building information interactive platform, expanding information learning space, and innovating information evaluation methods.

1. Introduction

Due to the continuous development of globalization and information age, the Party and the state pay more and more attention to the application of Internet information technology in all walks of life. The education industry, as the foundation of a strong country, combines information technology with education and teaching, which can not only connect with The Times, but more importantly, improve the effectiveness of ideological and political lessons^[1]. It can be seen that our country is stepping step by step on the road of education informatization, formulating goals and making steady progress. At the same time, the ideological and political curriculum standards for ordinary high schools (2017 edition, 2020 revision) clearly put forward the "four core qualities" of senior high school ideological and political courses, mainly including political identity, scientific spirit, legal awareness and public participation in four aspects, of which political identity ranks first in the core qualities of political disciplines^[2]. However, the high school political curriculum has strong abstractness and logic, and the cultivation of students' political identity literacy is easy to have problems. Therefore, how to make good use of information technology, carry out rich, diversified and interesting political teaching in high school, and cultivate political identity quality

has become an important topic faced by the majority of high school political teachers.

2. The Value Implication Of Using Information Technology In High School Ideological And Political Lessons

In the process of cultivating students' political identity, the use of information technology can expand the channels of knowledge acquisition, and teachers can reform the forms and methods of teaching through information technology to enhance students' enthusiasm and initiative in learning.

2.1 It is helpful to expand the curriculum resources of ideological and political course

The ideological and political course in senior high school is the key course to carry out the fundamental task of cultivating morality and cultivating people, and the key to train students to establish correct values. It is the proper meaning of ideological and political teaching to convey correct knowledge and values and expand the platform of obtaining resources. Information technology means can realize multi-directional interaction with the Internet. The sources of knowledge acquisition for teachers and students are not limited to material course resources such as teaching materials, relevant analysis, campus culture galleries, libraries, museums, etc. More importantly, the information course resources represented by computer technology and network can realize interconnection with the world. Understand the grand narrative of national affairs and grasp the rapidly changing global information. It is conducive to the extension of students' senses, the improvement of students' knowledge formation ability, the expansion of teaching scale and the improvement of teaching efficiency, which have functions that other curriculum resources cannot replace.

2.2 It is beneficial to enrich the forms and methods of teachers' teaching

The purpose of education is to promote the all-round development of people, and the cultivation of the core qualities of political identity is also a necessary means to help the development of students, which cultivates students to support the leadership of the Communist Party of China, identify with the People's Republic of China, the Chinese nation and Chinese culture, and carry forward and practice the core socialist values. Due to the characteristics of this quality, the relevant content is more theoretical and in-depth, and teachers more directly use the teaching method. The integration of information technology-assisted teaching can further enrich classroom teaching methods, add effective teaching media, enhance the efficiency of transferring learning information and interaction between teachers and students in the classroom, more conducive to guiding students to discover, analyze and solve problems, truly exert students' learning effectiveness, enrich teachers' teaching forms and methods, and make teaching more targeted. The key and difficult points of teaching can be solved, and the cultivation of political identity literacy can be more effectively implemented.

2.3 It is beneficial to enhance students' enthusiasm and initiative in learning

High school stage is the life "jointing and booting period", is the golden period of training innovative talents, the most need to carefully guide and cultivate. The political identity of teenagers is the spiritual pillar, value pursuit and moral standard for them to create a happy life. It is very important to make the content of ideological and political lessons into the mind and guide students to change from "I want to learn" to "I want to learn". The use of information technology in the classroom can attract students' interest in learning, stimulate students' enthusiasm in learning and

enhance students' initiative in learning. Arranging students to use relevant information technology for pre class and post class preview and complete corresponding assignments can not only achieve the integration of learning content and related resources, but also improve their ability to obtain and process information, and promote the development of their self-learning ability.

3. Practical problems of cultivating high school students' political identity accomplishment

Using information technology to cultivate high school students' political identity is an inevitable choice under the background of the new ideological and political course reform. There are shortcomings in the traditional ideological and political teaching, and the following four problems appear in the process of cultivating students' political identity accomplishment.

3.1 Teaching objectives: The teaching time is not enough, and the accomplishment objectives are difficult to implement

According to interviews and exchanges with teachers of ideological and political courses in first-line high schools, it is found that high school ideological and political courses mainly focus on exam-oriented education and do not pay attention to the cultivation of students' literacy, and only a small number of courses pay attention to the cultivation of "political identity" literacy. There is a problem of mismatch between class time and students' actual needs. At the same time, some teachers focus their teaching on how to improve students' course performance and how to solve problems, resulting in too much concentration of relevant content and insufficient teaching time. The development and utilization of curriculum resources are easy to know but difficult to do, and the core accomplishment goal of political identity is difficult to implement.

3.2 Teaching content: Part of the content is abstract, which is difficult for students to understand

Due to the theoretical, abstract and in-depth knowledge of the content related to political identity literacy in books, it is difficult to achieve teaching effect only by oral teaching and written understanding of students. With the deep integration and application of information technology in high school political teaching, the relatively dull and abstract political knowledge can be more vivid. For example, some political behaviors are difficult for students to understand thoroughly by reading only a few words and phrases in books. At this time, teachers can make students feel and have a deep understanding by playing video cases.

3.3 Teaching methods: The teaching methods are boring and students' participation is low

According to the relevant survey, 30% of the students think that there are many problems in the teaching process, such as simple and outdated teaching methods, teaching process, lack of theoretical foundation, and lack of language expression. Therefore, students' participation in the class is also relatively low. More than 90% of the students believe that it is necessary to further reform and innovation in the current teaching of ideological and political courses in senior high schools, and should focus on the aspects of course content, course form, teacher ability, assessment methods and course resources, among which the most students choose course content and course form. It can be seen that the appropriate use of information technology means in the classroom is the direction that should be paid attention to in the next reform and innovation of high school ideological and political teaching.

3.4 Teaching evaluation: the assessment method is relatively simple, and the action force is difficult to quantify

Since political identity literacy is difficult to quantify in teaching evaluation, and even difficult to show the effect in a short time, there will be a gap between the concept and the reality, so it is difficult to consider the actual performance of action. Moreover, in the current exam-oriented education system, the teaching evaluation of high school ideological and political courses is mainly based on the quantitative evaluation of the exam, and it is difficult to form a qualitative evaluation of students, which runs counter to the original intention of cultivating core literacy.

4. The optimal path of information technology to cultivate high school students' political identity accomplishment

Integrating information technology into senior high school ideological and political class is a process combining theory and practice. It is necessary to build a teaching framework for cultivating senior high school students' political identity literacy by using information technology as a whole, and integrate it with the content of senior high school ideological and political class to form a seamless teaching system. The following puts forward some optimization strategies for cultivating high school students' political identity literacy from four aspects of cultivating students' political cognition, political emotion, political belief and political participation by using information technology from multiple perspectives.

4.1 With the help of information search engine, strengthen students' political cognition

In high school ideological and political classes, students and teachers have different views on current affairs and politics based on different understandings, and information collisions occur from time to time. At this time, students may have inaccurate or not too profound political cognition. This is the best opportunity for ideological and political teachers to guide students to observe, discriminate, reflect and practice, and guide students to discard the false and preserve the true. In teaching design, teachers should start from the perspective of students, try their best to understand the mainstream views of students through websites and social networking tools that are easy for students to obtain information, grasp students' problems for teaching, strengthen students' political cognition, and make classroom teaching more effective. At the same time, students can also use Baidu, Weibo and other information search engine tools to collect information sources, enrich the learning of specific theories and principles, and through the integration of learning content and related resources, achieve the requirements of the course goals and promote the development of students.

For example, in the third and ninth compulsory course of high school Ideology and politics, "Basic Requirements for Comprehensively Governing the Country according to Law", the textbook expounds the contents of scientific legislation, strict law enforcement, fair justice, and law-abiding by the whole people. However, the content of this course is too theoretical and easy to confuse, making it difficult for students to distinguish and understand several "laws" well. Teachers need to guide students to find their similarities and differences through information means and Excel forms, so as to better distinguish the conceptual content and better strengthen students' political cognition.

4.2 Build an interactive platform for information technology to cultivate students' political emotions

High school political teachers can use modern information technology to vividly show political

knowledge, and expand a variety of teaching content, so as to solve the boring and boring problem of book knowledge, so that students can better understand political knowledge and feel more knowledge, so as to cultivate students' political emotions. In the teaching process, teachers can use software such as UMU, Rain Class and Class Kind of Cool to replace the previous textbook teaching, interactive teaching and role playing with students, etc., and create information situations in a way that students are more comfortable with, so that students can actively participate in the class, feel more empathy and emotional input, so as to cultivate students' own political feelings.

For example, in the high school ideological and political courses required four eighth lesson "Learning from foreign culture beneficial results", the first box is about "cultural and diversity" content, teachers can use VR technology, so that students in virtual reality can feel the Chinese culture, appreciate the magnificent mountains and rivers of the great country, encouraging students to use genuine emotions and emotions to engage in authentic, authentic, authentic, and authentic activities to gain a deeper and more comprehensive understanding of the national and diverse culture, and deepen political emotions.

4.3 Expand the information learning space and strengthen students' political belief

High school ideological and political courses should not only be limited to the classroom, in order to let students learn more deeply, more truly feel, more actively believe, and actively expand the learning space is also crucial. Teachers can build their own student learning resource library according to their students' characteristics and needs, and set up micro-class recording groups. Each group can complete the micro-class recording of each class of senior high school ideological and political course by task, or draw mind maps and upload them to the resource library for students' use, so that students can learn to use network resources for independent learning and extended learning.

For example, in the fourth lesson "Only by Adhering to and developing Socialism with Chinese Characteristics can the Great Rejuvenation of the Chinese Nation be Realized", a teacher can guide students to search for materials by themselves to make a micro speech. In the process of preparation, students will naturally give a new understanding of the "Chinese Dream", thus strengthening students' political belief.

4.4 Innovate the means of information evaluation and promote students' political participation

Information technology has expanded educational resources and space for high school ideological and political classes, and also provided a new evaluation method. Ideological and political class attaches great importance to the cultivation of personality, especially the effect test of political identity. In addition to the usual after-class exercises and workbooks, it is also crucial to test the learning effect through action, so as to promote students' political participation. Teachers can choose some news cases for students to criticize and express their own thinking. At the same time, they can also allow students to conduct research and write small papers on the Internet. They can treat information technology correctly and engage in political participation through multiple channels, which can also facilitate teachers to know students' ideological status and political trends in time, correct them and guide them correctly.

For example, in the high school ideological and political class compulsory second third lesson "China's economic development" in the "exploration and sharing" question: "Combined with the material, talk about your views on Chinese enterprises to overseas investment", if in the test questions, it will have a fixed answer, but if it is extended to an open question: "Talk about your understanding of Chinese enterprises to overseas investment, if you are the boss of the enterprise,

what will you do". At this time, teachers can play the role of guides, encourage students to search for relevant data online, and guide students to distinguish right from wrong online information, form their own opinions, and share and exchange. The process of everyone's active suggestions is the process of students' active participation in politics.

5. Conclusion

As an important force in the formation of high school students' world outlook, outlook on life and values, the effectiveness of political identity literacy is crucial. Modern information technology is the product of the development of the new era. It can greatly improve the classroom efficiency and play an important role in cultivating high school students' political identity literacy. The use of information technology in high school politics class should also be combined with specific teaching content and teaching conditions, so as to maximize the teaching role of information technology, better serve education and teaching, promote the deep integration of information technology and high school politics, so that it can better serve the cultivation of high school students' political identity literacy.

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