

Exploration and Practice of Integrating the Thought on Socialism with Chinese Characteristics for a New Era into the Teaching of Macroeconomics

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Keywords: The Thought on Socialism with Chinese Characteristics for a New Era, Macroeconomics, Teaching Reform

Abstract: The Thought on Socialism with Chinese Characteristics for a New Era serves as the ideological banner of the Communist Party of China in the new era, the fundamental guiding principle for ethnic group political and social life, and the living soul of Marxism. It consistently applies dialectical materialism and historical materialism to observe the world, lead the times, and guide practice. Starting from the requirement of integrating The Thought on Socialism with Chinese Characteristics for a New Era into textbooks, lecture notes, classrooms, and students' minds, this article explores the necessity and basic requirements of integrating this thought into the teaching of Macroeconomics. Furthermore, it proposes practical paths for reforming the teaching of Macroeconomics with the integration of The Thought on Socialism with Chinese Characteristics for a New Era.

1. Introduction

The teaching of Macroeconomics needs to take The Thought on Socialism with Chinese Characteristics for a New Era as its directional guide and incorporate this thought throughout the entire teaching process. In his important speech at the National Education Congress on September 10, 2018, President Xi emphasized that education should aim to unite people's hearts, improve personal character, develop human resources, cultivate talents, and benefit the people, with the goal of cultivating socialist builders and successors with comprehensive development in moral, intellectual, physical, aesthetic, and labor education. Cultivating what kind of people is the primary issue in education. Our education must take cultivating socialist builders and successors as its fundamental task and adhere to the fundamental task of fostering morality and cultivating people. We must make efforts to strengthen moral cultivation, educate and guide students to cultivate and practice socialist core values, diligently cultivate their moral character, and become people with great love, great morality, and great sentiment [1].

Universities are the cradle of talent cultivation. As the saying goes, "Long-term plans depend on education." Universities are important fronts for cultivating socialist builders and successors.

Macroeconomics is a discipline that studies the macroeconomic operation and its laws, as well as its interactions with the national economy. The prosperous development of the market economy reflects the prosperity and improvement of the national economy, which is a great portrayal of the continuous victories achieved in socialist construction under the leadership of the Communist Party of China. The maturity and perfection of the market economy have also promoted the development of the national economy. As a core course for economics majors, Macroeconomics not only requires young students to increase their professional knowledge and improve their professional skills, but also aims to cultivate them into well-rounded applied talents with moral, intellectual, physical, aesthetic, and labor development, actively integrating into socialist economic construction and becoming a part of it [2].

2. The Necessity of Integrating the Thought on Socialism with Chinese Characteristics for a New Era into the Teaching of Macroeconomics

(1) The Need to Strengthen Faith and Ideology Education for Young Students

The Thought on Socialism with Chinese Characteristics for a New Era serves as the action guide for the entire party and the people in their efforts to achieve the great rejuvenation of the Chinese nation. The proposal of this thought aims to better guide China's practice and promote the development of socialism with Chinese characteristics. Therefore, integrating it into the teaching of Macroeconomics can help students better understand the national development strategies and policy orientations, enhancing their sense of responsibility and mission towards the future of the country and the nation.

Firstly, faith and ideology are the cornerstone for the growth and success of young students. The youth period is a crucial time for the formation of faith and ideology, which will profoundly influence their future career choices, life paths, and value orientations. As contemporary Chinese Marxism and Marxism for the 21st century, The Thought on Socialism with Chinese Characteristics for a New Era provides young students with a scientific worldview and methodology, helping them establish a correct worldview, outlook on life, and values, strengthen their ideals and beliefs, and grow into era newcomers who are responsible for national rejuvenation.

Secondly, Macroeconomics, as an important branch of economics, is a science that studies the overall operational laws of the national economy. Integrating The Thought on Socialism with Chinese Characteristics for a New Era into the teaching of Macroeconomics can enable young students to gain a deeper understanding of the historical process, current situation, and future trends of China's economic development, thereby enhancing their understanding and identification with national development strategies and policy measures. The Thought on Socialism with Chinese Characteristics for a New Era is the ideological banner of the Communist Party of China in the new era, the fundamental guiding principle for the country's political and social life, and always adheres to the living soul of Marxism, which is to emancipate the mind, seek truth from facts, and keep up with the times. The introduction of The Thought on Socialism with Chinese Characteristics for a New Era into the classroom is conducive to cultivating young students' sense of ownership in socialist construction, enhancing their sense of responsibility and ideals for socialist construction.

(2) The need to cultivate young students' professional ethics and moral sentiments

"A teacher is one who teaches knowledge and moral principles." A good teacher not only imparts knowledge and skills to students to help them succeed in their choice of career and employment, but also teaches them the ethics of life, emphasizing both moral integrity and talent, with the transmission of ethics being particularly important. As Mr. Tao Xingzhi once said, "Teachers should teach students to seek truth in all their teaching, and students should learn to be genuine in all their learning." The responsibility of teachers is to educate people, which involve not only

teaching well but also guiding students to become people of high moral character through their words and actions. The course of Macroeconomics is usually offered in the third year of undergraduate studies. During this period, young students have already laid a certain foundation in knowledge, having studied basic courses such as Advanced Mathematics, Statistics, and Political Economics. Through two years of college life, they have also become familiar with the campus environment and possess a certain level of thinking and learning abilities as college students. Facing the upcoming postgraduate entrance examination or career choice and employment, it is necessary to integrate The Thought on Socialism with Chinese Characteristics for a New Era into teaching to cultivate students' professional ethics and moral sentiments, and to cultivate their habits of being responsible and serious in their work. This is not only conducive to the goal of cultivating morality and fostering talent but also beneficial to students' future careers. Of course, as a contemporary college student, having a correct world view, outlook on life, and values is extremely important.

(3) The need for building the ethics and conduct of teachers in colleges and universities

During a discussion with teachers and student representatives from Beijing Normal University on September 9, 2014, General Secretary Xi proposed the goal of becoming "a good teacher who satisfies the Party and the people." He outlined four criteria for being a good teacher: First, a good teacher should have ideals and beliefs; second, a good teacher should possess moral sentiments; third, a good teacher should possess moral sentiments; fourth, a good teacher should have a heart of benevolence. Cultivating morality and fostering talent is the fundamental task of education. To cultivate talents with moral integrity, teachers must first possess noble moral character. Only by doing so can we prioritize moral education, use positive education to guide, inspire, and motivate students, and achieve the goal of "never being tired of learning and never being weary of teaching." At the same time, having a heart of benevolence leads to a love for students and education, fostering a sense of responsibility and mission in teaching and educating. When teachers have love and responsibility for their students, they will carefully prepare their lessons, diligently research teaching methods, and provide tailored instruction based on students' needs. For example, traditional teaching methods often involve teachers lecturing on the podium while students listen passively. Through teaching reform and continuous exploration, we have transformed this model into a student-centered teaching approach. Students are assigned tasks to research and prepare before class, and in-class discussions and critiques are conducted in small and large groups. This approach not only cultivates students' self-learning and research capabilities but also stimulates their interest in learning and improves their learning effectiveness in class.

3. The Basic Requirements for Integrating the Thought on Socialism with Chinese Characteristics for a New Era into the Teaching Reform of Macroeconomics

According to the OBE (Outcome-Based Education) philosophy, the teaching objectives outlined in the Macroeconomics syllabus for ordinary colleges and universities typically include the following:

Firstly, OBE education emphasizes student learning outcomes as the guiding principle. Therefore, the teaching objectives of Macroeconomics should clearly define the expected learning outcomes for students. This includes students' ability to comprehensively and systematically understand and master the basic concepts, theories, and methods of macroeconomics. Specifically, students need to grasp the basic indicators and their measurement in macroeconomics, comprehend the methods of GDP accounting, as well as the national economic circulation flowchart, various income identities, and types of unemployment. Additionally, students should be proficient in the theory of short-term national income determination, understanding how equilibrium national income is determined and fluctuates, as well as how adjustments are made towards equilibrium.

Secondly, OBE education emphasizes cultivating students' comprehensive abilities and problem-solving skills in real-world scenarios. Therefore, the teaching objectives of Macroeconomics should also require students to be able to apply the principles and methods of macroeconomics they have learned to conduct economic empirical analysis and solve practical economic problems. This includes but is not limited to understanding the principles and implications of macroeconomic policies and utilizing the theoretical tools of macroeconomics to analyze real-world economic issues.

Furthermore, OBE education emphasizes students' active participation and personalized learning experiences, as well as the transparency and measurability of learning outcomes. Therefore, during the teaching process of Macroeconomics, students should be encouraged to actively participate in classroom discussions and voice their own opinions and questions. Educators should also develop personalized teaching plans and methods based on students' learning needs and outcomes to help them better grasp knowledge and skills.

Finally, OBE education underscores the impact of students' learning outcomes during their school years on lifelong learning and career development. Therefore, the teaching objectives of Macroeconomics should also consider students' long-term development, helping them cultivate autonomous learning and self-development abilities to adapt to social changes and advancements. It is crucial to integrate The Thought on Socialism with Chinese Characteristics for a New Era into textbooks, lecture notes, and classrooms, ensuring that it truly takes root in students' minds. A successful learning experience in Macroeconomics is not just reflected in knowledge acquisition but also in patriotism and the ability to firmly establish the four confidences: confidence in the path, theory, system, and culture of socialism with Chinese characteristics. Completing this course not only lays a foundation for students to further study other professional courses but also helps young students find the right direction for their lives.

4. The Practical Path of Integrating the Thought on Socialism with Chinese Characteristics for a New Era into the Teaching Reform of Macroeconomics

(1) Guiding Teaching with the Thought on Socialism with Chinese Characteristics for a New Era

The Thought on Socialism with Chinese Characteristics for a New Era is a scientific theoretical system that integrates contemporariness, systematicness, and originality, representing the latest theoretical achievement of sinicizing Marxism. [3] It is imperative to uphold the study of The Thought on Socialism with Chinese Characteristics for a New Era as the primary task in teaching, continuously enriching and innovating teaching content, and promoting the integration of this thought into classrooms, lecture notes, and students' minds.

The Thought on Socialism with Chinese Characteristics for a New Era clarifies that we must adhere to and develop socialism with Chinese characteristics. The principal contradiction facing Chinese society in the new era is the one between the people's ever-growing need for a better life and unbalanced and inadequate development. It is necessary to uphold a people-centered development philosophy and continuously promote the comprehensive development of the individual and common prosperity for all the people. The most essential feature of socialism with Chinese characteristics is the leadership of the Communist Party of China, which is also the greatest advantage of the socialist system with Chinese characteristics. While teaching students knowledge inside and outside the classroom, it is also necessary to clarify that their service target is the cause of socialist construction in China, with the goal of achieving socialist modernization and the great rejuvenation of the Chinese nation. [4]

In the new era, by integrating the spirit of the 19th National Congress of the Communist Party of China into the teaching materials, classrooms, and students' minds in the teaching of

Macroeconomics, students have developed a stronger sense of identification, achievement, and even enjoyment. This has led to an increase in the efficiency of students' learning of the spirit of the 19th National Congress, enhanced interaction inside and outside the classroom, and deepened their understanding of The Thought on Socialism with Chinese Characteristics for a New Era. At the same time, teachers are continuously improving their teaching and research skills in the process of instruction.

(2) Integrating the Core Socialist Values into Teaching to Enhance Students' Sense of Social Responsibility

The 18th National Congress of the Communist Party of China proposed advocating the core socialist values of "prosperity, democracy, civilization, harmony, freedom, equality, justice, the rule of law, patriotism, professionalism, integrity, and friendliness," which establish value norms from the perspectives of the country, society, and citizens. These 24 words are an important embodiment of China's socialist core values, simple yet significant, condensing the civilization of Chinese culture for thousands of years and the code of conduct for every citizen. General Secretary pointed out in his report to the 19th National Congress that it is necessary to cultivate and practice the core socialist values. We should focus on cultivating new-era talents who are capable of taking on the great task of national rejuvenation, strengthen educational guidance, practical cultivation, and institutional guarantees, and leverage the leading role of the core socialist values in national education, the creation of spiritual civilization, and the production and dissemination of spiritual and cultural products. By integrating the core socialist values into all aspects of social development and transforming them into people's emotional identification and behavioral habits, we can achieve this goal. [5] Schools should cultivate students' moral sentiments and enhance their sense of social responsibility based on the standards of "patriotism, professionalism, integrity, and friendliness," fostering them into capable socialist builders and successors.[6]

(3) Using the Thought on Socialism with Chinese Characteristics for a New Era as a Work Guide to Expand Teaching Methods and Explore Diversified Teaching Modes

Mencius said, "Words of benevolence are not as deeply ingrained in people as the sound of benevolence. Good government is not as effective in winning the hearts of the people as good education. People fear good government, but they love good education. Good government wins the people's wealth, while good education wins their hearts." This statement underscores the importance of educational methods. Similarly, the Book of Rites' "Xueji" chapter also describes that "A good singer inspires others to sing; a good teacher inspires others to follow his or her ambition. Their words are concise but profound, subtle but excellent, rarely using analogies but still elucidating, which can be said to be inheriting ambition." Among them, "a good teacher inspires others to follow his or her ambition" illustrates the significance of skilled teaching. A skilled teacher can unconsciously inspire others to follow his or her ambitions. As teachers, only by teaching well can students enjoy learning and inherit our ambitions.

As times change and material wealth becomes increasingly abundant, students today are also facing temptations from various sources. In universities, almost every student has a computer and a mobile phone, and they are constantly bombarded with various information every day. Especially at this time, students' ability to discern and control is relatively weak. If teachers continue to use traditional teaching methods in class, it is inevitable that students will be physically in the classroom but their minds will be elsewhere, resulting in a significant reduction in learning effectiveness [7].

Taking The Thought on Socialism with Chinese Characteristics for a New Era as our guide for action, teachers not only need to be rooted in education but also possess the spirit of exploration to "delve deeply into the secrets of knowledge even in old age." We must not only teach students according to their aptitudes but also research and set teaching methods based on their characteristics

and teaching objectives. Currently, many university teachers are exploring and implementing methods such as "flipped classrooms" and "seminar-based teaching" with the aim of changing the current situation and improving learning effectiveness in the classroom [8].

(4) Implement the "Educating for Moral Character and Proficiency" Education Philosophy to Enhance the Quality of University Education

The educational outlook of "Cultivating Virtue and Talents" proposed by General Secretary encompasses both "cultivating virtue" and "nurturing talents". Firstly, it demands that we must prioritize moral education. As stated in the "Zuo Zhuan" (Chronicles of Zuo), "The highest ideal is to establish one's moral integrity, followed by achieving one's goals and lastly by leaving a legacy of words. Even after a long time, these three will not be forgotten; this is what is called immortality." "Cultivating virtue" refers to establishing moral integrity, "achieving goals" means making achievements in one's career, and "leaving a legacy of words" signifies writing books and establishing theories. Some people have also summarized Zeng Guofan's achievements as "immortal in three ways: cultivating virtue, achieving goals, and leaving a legacy of words; a complete person as a teacher, general, and prime minister." It is evident that all three — "cultivating virtue," "achieving goals," and "leaving a legacy of words" — are crucial for a person's success, with "cultivating virtue" being the foremost among the three, surpassing career achievements and writing books.

"Cultivating virtue" is the foundation and essence, while "nurturing talents" is the goal and ultimate destination. The term "nurturing talents" refers to cultivating and nurturing individuals, originating from the "Guanzi's The Art of Governance": "For a one-year plan, nothing is better than planting grains; for a ten-year plan, nothing is better than planting trees; for a lifetime plan, nothing is better than nurturing talents." As we all know, farmers must make good use of the spring to sow, fertilize, and manage their crops to ensure a good harvest in autumn. Similarly, for the long-term plan of the country, nurturing talents is paramount. The purpose of education is precisely to cultivate talents, to groom qualified socialist builders and successors.[9] In 1987, the 13th National Congress of the Communist Party of China first proposed that "education is the foundation for a century-long plan," elevating education to the status of a long-term development strategy for the country and the nation. On April 19, 2021, during his inspection at Tsinghua University, General Secretary emphasized that facing the future, we must adhere to the fundamental task of "cultivating virtue and talents," prioritize serving the country as our highest pursuit, and strengthen party building as a solid guarantee.

5. Conclusion

Education is the foundation for long-term development. The fundamental questions that higher education must concern and address are: for whom to cultivate people, what kind of people to cultivate, and how to cultivate them [10]. We must make the effectiveness of cultivating virtue and talents the fundamental criterion for evaluating all work in schools, truly achieve educating people through culture and morality, continuously improve students' ideological level, political consciousness, moral quality, and cultural literacy, and ensure that they uphold great virtues, observe public morality, and strictly adhere to private ethics [11]. Integrating the Thought on Socialism with Chinese Characteristics for a New Era into curriculum teaching is necessary for higher education institutions to cultivate qualified socialist builders and successors under the leadership of the Communist Party of China. It is also necessary for college teachers to strictly adhere to the standards of cultivating virtue and talents to improve their self-cultivation and fulfill their duties.

Acknowledgement

Project of Ideological and Political Teaching Reform for Postgraduate Courses in Hubei Normal University in 2021: The application of the thought of socialism with Chinese Characteristics in the teaching of Macroeconomics (Project Number: 2021YJSKCSZY07).

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