

An Exploration of the Path to Integrating the Spirit of Heroic Models into Moral Education in Universities

ZHAO Mengjie^{[a],*}

^[a]Jingdezhen Ceramic University, Jingdezhen, Jiangxi, China.
*Corresponding author.

Received 22 October 2024; accepted 29 November 2024
Published online 26 December 2024

Abstract

Strengthening the education of the spirit of heroic models among university students is an important aspect of fulfilling the fundamental task of moral education in colleges and universities. It is essential to continuously create a strong atmosphere that honors heroes, guiding students to admire, learn from, protect, and care for heroes. Additionally, it is important to enrich the educational methods for instilling the spirit of heroic models by establishing a team to promote heroic deeds, utilizing memorial sites for educational purposes, and inspiring students to create artistic works for heroic models. Furthermore, optimizing educational channels by integrating the “Five Lessons”— which includes ideological and political education, immersive teaching, online learning, practical experience, and international comparison. These are conducive to help comprehensively incorporate the spirit of heroic models into various aspects of moral education in universities, thereby contributing to the cultivation of a new generation capable of shouldering the responsibilities of national rejuvenation.

Key words: Spirit of heroic models; Moral education; Path

Zhao, M. J. (2024). An Exploration of the Path to Integrating the Spirit of Heroic Models into Moral Education in Universities. *Higher Education of Social Science*, 27(2), 86-90. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/13665> DOI: <http://dx.doi.org/10.3968/13665>

The Decision of the Central Committee of the Communist Party of China on Further Comprehensively Deepening

Reform and Advancing Modernization with Chinese Characteristics passed at the Third Plenary Session of the 20th Central Committee of the Party, points out that “we should optimize the mechanism for promoting learning from heroic models, and make innovations for the organization of patriotic education and various mass theme activities, so to promote a culture in society that honors heroes, remembers the martyrs, and strives to be pioneers” (Central Committee of the Communist Party of China, 2024, July 22) Heroic figures are shining marks for the Chinese nation, and the spirit of these models, as an important component of the national spirit, serves as a crucial educational resource for universities to fulfill the fundamental task of fostering virtue and nurturing the new generation responsible for the great rejuvenation of the Chinese nation. We must deeply understand the educational value of the spirit of heroic models, by clarifying “how to integrate it,” as well as guiding young students to “honor heroes, learn from heroes, protect heroes, and care for heroes”. Besides, the conducts that we transform the role of models and the power of examples into a strong motivation and real practice for entrepreneurship and achievement, play its proactive role in having a powerfully cohesive strength to realize the great rejuvenation of the Chinese nation and the Chinese Dream.

1. CONTINUE TO CREATE A STRONG ATMOSPHERE: HONOR, LEARN FROM, PROTECT AND CARE FOR HEROES

1.1 We can establish a clear orientation that honors heroes, integrating the heroic spirit into our very bloodstream.

Esteeming heroes is the foundation for carrying forward their spirits. Colleges or universities around the nation influence students in an unconscious way, by establishing

memorial halls for heroes, erecting statues, and naming classes after heroes, etc. Additionally, the methods that we organize report meetings on heroic deeds, themed speech competitions, via the new type of media platforms to widely spread stories of heroic models, can create a positive atmosphere that combines online and offline efforts, further reinforcing young people's respect and admiration for heroes. We also should guide students to understand the connotation and value of the spirit of exemplary figures, establishing the pursuit of life modeled on heroes as a cultural consciousness.

1.2 We can stimulate emotional identification with learning from heroes, inspiring the soul with heroic deeds.

We can organize student visits to revolutionary sites, martyrs' cemeteries, etc., allowing students to experience the power of the heroic spirit firsthand, which is helpful to transforming theoretical understanding into practical action, and stirring the deep feelings of patriotism and responsibility within. Other activities such as essay competitions on "My Hero in My Heart" or speech contests titled "Salute to Heroes" can encourage students to express their understanding and insights about heroes from various perspectives, transforming these reflections into a source of motivation for individual growth.

1.3 We can build a strong atmosphere for protecting heroes, making their images vibrant and alive.

It is essential to strengthen legal education, consciously resist malicious information, and bravely oppose any actions that distort or defame heroes. Thus, a robust legal system should be established, includes making a clear definition of the protection coverage about heroic reputation or their honors and the consequences of illegally infringing heroic image, to increase penalties for malicious defamation of heroes. Furthermore, a network positive energy space should be created to widely promote heroic deeds, using excellent artistic works to shape a rich and multifaceted image of heroes, fostering a social conduct that respects and protects heroes, which provides lots of spiritual resources and cultural support for the work of moral education in colleges and universities in the new era.

1.4 We can gather the powerful force of caring for heroes, ensuring the spirit of heroism is passed down through generations.

Through volunteer services by college students caring for heroes, we can help heroes feel the warmth and respect of society. Additionally, we should guide teachers and students to participate in collecting, organizing, and disseminating hero stories, integrating the spirit of heroism into daily ideological and political education, inspiring generation after generation of young students to carry forward this legacy, allowing the spirit of heroes to shine brightly in the new era.

2. ENRICH THE EDUCATIONAL MEDIUM FOR THE SPIRIT OF HEROIC MODELS: UTILIZE THE THREE RESOURCES OF HEROES— "DEEDS, VENUES, AND ARTS"

2.1 First, we can establish a team to promote heroic deeds

Universities can form a promotional team dedicated to telling the stories of revolutionary martyrs, contemporary role models, and moral exemplars. Members of the team could include teachers, student leaders, or invited heroes and their relatives, using lectures, report meetings, and forums to bring the spirit of heroic figures closer to students and inspire them; modern information technology tools like online livestreaming and short videos can also be used to strengthen efforts to promote awareness of heroes.

2.2 Second, we can also utilize memorial venues to conduct situational teaching.

Universities can collaborate with memorial halls and martyrs' cemeteries to establish partnerships, using these venues as bases for patriotic education and practical ideological and political education. (Liao, 2020) By organizing student visits, on-site teaching, and themed party day activities, students can personally experience the loft ideal of hero models; situational teaching will make the learning of this spirit more vivid and profound.

2.3 Third, we inspire students to create artistic works about heroic models.

Universities should encourage and support students in various forms of artistic creation—literature, music, drama, film, and art—centered around the theme of great heroes. (Zhang, 2019) In this creative process, students can not only gain a deep understanding of the spirit of models but also incorporate their thoughts and insights, contemplating how to transform abstract spirit into concrete and vivid artistic representation. We have another path: competitions, exhibitions, shows and other artistic activities, all of which highlight the heroic models, and even through which, the heroic spirits can be more strengthened.

3. FORMING A MULTIDIMENSIONAL FORCE FOR THE EDUCATION OF HEROIC SPIRITS: UNITING THE THREE MAIN BODIES OF "FAMILY, SCHOOL, AND INDIVIDUAL"

First, we lead the students to emphasize family education and strengthen the intergenerational transmission of heroic spirit education. Because, through family education, we can cultivate students' sense of identity and belonging to the heroic spirit. And parents should become active disseminators and practitioners of the heroic spirit by sharing stories of role models and

deeds in daily life, as well as demonstrating behaviors such as honesty, integrity, and courage. This can subtly transmit the great spirit to students. Families should create a positive learning atmosphere, such as reading books about heroes together, encouraging students to actively watch films about role models, visiting memorials of heroes, and organizing family participation in commemorative activities and volunteer services. Thereby, the heroic models spirit becomes one part of family life, so to achieve effective intergenerational inheritance.

Second, we improve school education and optimize paths for teaching the heroic spirit. Schools, or universities are the main places for the education of the heroic spirit and bear the important responsibility of imparting knowledge about role models and nurturing a passion for heroes' deeds. College and university education can integrate the spirit into the systems, such as ideological and political theory curriculum, the daily ideological and political education for students, and the social practice, so to build a three-dimensional learning and experience environment for students' spirit from heroic models; vividly narrating the pivotal role of role models in promoting social change and the great process of national liberation throughout different historical periods. This presents students with a comprehensive understanding of the profound connotation, profound historical background, and contemporary value of the heroic model spirit.

Third, students stimulate self-education and deepen the subjective initiative in learning about role models. Self-education is the process by which individuals actively learn and internalize the hero model spirit, requiring a high level of self-awareness and self-motivation. Students can reflect on their own growth journeys, examine the gaps between themselves and the hero models, and clarify their directions for improvement. Through learning from role models, students can identify specific objects of study, enhancing the focus and effectiveness of their learning. Through peer assistance, students can communicate and help each other in study groups, collaboratively exploring how to better learn and practice the heroic model spirit.

4. OPTIMIZING CHANNELS FOR EDUCATING ABOUT HEROIC MODEL SPIRIT: INTEGRATING THE FIVE LESSONS OF "IDEOLOGICAL AND POLITICAL EDUCATION, IMMERSIVE TEACHING, ONLINE LEARNING, PRACTICAL EXPERIENCE, AND INTERNATIONAL COMPARISON."

4.1 Creating High-Quality Ideological and Political Classes to Solidify the Foundation of Heroic Model Spirit Education

Relying on courses such as *Moral Cultivation and Rule*

of Law, we will organically integrate the heroic model spirit into ideological and political education. We will combine theoretical instruction with spiritual insights to deeply understand the connotations and contemporary significance of the heroic model spirit, enhancing students' value and emotional recognition of this spirit. Furthermore, utilizing multimedia resources, such as documentaries showcasing heroic models and historical images, we aim to concretize the abstract concepts of the heroic model spirit. We will update course content based on the latest research findings on heroic models to ensure the teaching remains cutting-edge and profound, while also enhancing its vividness and interactivity. Students will be encouraged to read related books like *Selected Works of Heroic Models*, participate in classroom debates, and engage in case analyses to deepen their understanding of the essence of heroic model spirit through feedback and discussion. We will encourage exploration of the connection between heroic models and modern social moral construction, fostering students' dialectical thinking abilities. By conducting in-depth analyses of typical heroic figures, we will help students build a systematic cognitive framework for understanding the heroic model spirit. Students will also be encouraged to conduct research on the heroic model spirit through academic seminars and research reports, deepening their understanding and fostering a new generation of talent in this field.

4.2 Creating Culturally Immersive Classes to Promote Heroic Culture in Students' Minds and Hearts

The heroic culture is an important component of red revolutionary culture. Centered on the education of college students in the heroic model spirit, we will utilize campus cultural activities as a medium to promote heroic culture. We can leverage both on-campus and off-campus red cultural resources to create classes and clubs with a focus on heroic culture, integrating heroic cultural elements comprehensively into daily ideological and political education, campus cultural atmosphere, and the creation of distinctive cultural features. Major days such as Martyrs' Day, Tomb-Sweeping Day, Army Day, and National Day, will be used to carry out themed party and youth league activities, organizing popular events among college students such as "Heroic Models in My Heart" themed speech competitions, essay contests on heroic deeds, knowledge competitions about heroic models, and choral performances of heroic songs. We will explore the educational value of literary, film, music, drama, and art works with heroic models themes, organizing creative interpretation activities where students can present moving stories of heroes through stage plays, recitations, skits, and exhibitions like "Reciting Red Family Letters, Telling Stories of Heroes." We will encourage artists among faculty and students to create sculptures and paintings of heroic figures; guiding students, under the nourishment of

heroic culture, to comprehend the steadfast faith and lofty beliefs of these models, linking personal growth closely with national development, and engaging in the great cause of the rejuvenation of the Chinese nation.

4.3 Creating Virtual Online Classes to Expand Learning Resources for Heroic Model Spirit

As the main force of the internet era, college students are deeply influenced by online platforms in shaping their thoughts and behaviors. We will establish an online platform for learning about the heroic model spirit, building a dedicated website to integrate high-quality educational resources from platforms like China University MOOC and Xue Xi Qiang Guo, enhancing the educational functions related to heroic models. We will guide students to participate in online courses about the heroic model spirit, watching documentaries and multimedia resources to increase the interest and intuitiveness of their learning experience. We will develop high-quality online courses around heroic model groups from different historical periods, organizing activities such as “Telling Heroic Stories”, “I Speak for the Heroic Spirit” led by ideological and political teachers and counselors, thus creating a strong atmosphere of “learning from and praising heroic models.” Additionally, we will utilize virtual reality technology to create a digital exhibition hall showcasing heroic deeds, making the growth processes, key contributions, and spiritual connotations of these heroes digital and visual, and conducting “Cloud Visits to Heroic Deeds” through online exhibitions, encouraging faculty and students to engage in a “Cloud Learning from Model” that emphasizes creation, resource sharing, online interaction, and network dissemination. The efforts mentioned above provide strong network support and innovation power for the deep integration of the spirit of heroic models in the work of moral cultivation in colleges and universities in the new era.

4. CREATING PRACTICAL EXPERIENCE CLASSES TO PROMOTE THE TRANSFORMATION OF LEARNING INTO ACTION

We will integrate the heroic model spirit into practical teaching section, systematically planning social practice activities and enriching the project system for social practice. We aim to promote the organic integration of initiatives like “Going to the Countryside with Culture, Sci-tech and healthcare,” “Returning to Hometown,” and community practices with ideological and political education. Students will be guided to visit memorial halls for heroic models, martyrs’ cemeteries, revolutionary sites, and patriotic education bases. For students, the practices make a closer touch to the lofty spirit and glorious deeds of heroic models, which is not only

a simple action participation in practice, but also a deepening of their understanding and feeling of heroic models’ spirit through the interactive confirmation of theory and practice. We will conduct practical student presentation activities, selecting outstanding Party members, youth league members, and student leaders to form a team for promoting the heroic model spirit on campus, playing their full roles as student groups in exemplary demonstration and peer education. These student promoters go deep into the campus, which can arouse strong ideological resonance among classmates and inspire more students to pay attention to the spirit of heroic models and learn enthusiasm. In addition, we will hold sharing meetings on the deeds of heroic models and micro-lectures on party education in campuses, enterprises, communities, and rural areas, through moving language, with sincere and full emotions and convincing paths to convey the spirit of heroes and models to different areas and different audiences in simple terms, thus, creating a strong atmosphere in society for “learning from heroic models, understanding their spirit, and putting it into action.” What’s more, by exploiting into the actual inheritance and innovative practice mode of the spirit of heroic models, we committed to organizing students to conduct research activities to understand the inheritance and development of the spirit of exemplary models in the new era, deeply appreciate the great achievements of the CPC and the nation, and enhance national pride and confidence. We make active efforts to organize competition practices, encouraging students to participate in various competitions related to the spirit of heroic models, showcasing the vitality of young students and embodying the spirit of heroes through practical actions.

5. CREATING AN INTERNATIONAL COMPARISON LESSON TO GUIDE STUDENTS IN IMPROVING CULTURAL CONFIDENCE

In the context of globalization, international comparison has become an important path to broaden students’ horizons and enhance cultural confidence. We should guide students to examine the spirit of heroic models from a global view, placing it within the general background of world cultures and values. We should pay attention to the deeds of advanced individuals and moral cultural phenomena in the international community, comparing the standards and value pursuits of heroes and models in different countries and cultural backgrounds. Through international comparison, students will more intuitively feel the growth and blooming of the spirit of heroic models in diverse cultures, thus broadening their cognitive boundaries and enhancing their ability of cross-cultural

understanding and tolerance; and deeply recognize the important position of the spirit of heroic models in the culture of socialism with Chinese characteristics, as well as the traditional cultural genes it embodies. We will guide students to strengthen their cultural confidence, helping them understand that the spirit of heroic models is a vivid interpretation of the spirit of the Chinese nation and an important component of China's cultural soft power. (Gong, 2018) We will encourage students to use international expressions and perspectives to tell the stories of Chinese heroic models to the world, disseminate the spirit of Chinese heroic models, and manifest the image of Chinese heroic models. Through this experience, students can have a deeper understanding of the significance of the spirit of heroic models in enhancing national cultural soft power and national cultural self-confidence, contributing to the mutual understanding and common development of diverse cultures. These paths boost an intake of new vitality and power into the construction of the Community with a Shared Future for Mankind.

REFERENCES

- Central Committee of the Communist Party of China. (2024, July 22). The decision of the Central Committee of the Communist Party of China on further comprehensively deepening reform and advancing modernization with Chinese characteristics. *People's Daily*.
- Gong, T. (2018). The significance of promoting excellent Chinese traditional culture in strengthening cultural confidence of college students. *Party Building and Ideological Education of Schools*, (17).
- Liao, K. J. (2020). An exploration of the paths for revolutionary memorial halls to fulfill the function of ideological and political education for college students: Taking the revolutionary memorial halls in Jiangxi province as an example. *China's Construction of Old Revolutionary Basic Area*, (06).
- Zhang, D. D. (2019). The embodiment of the value of printmaking teaching in aesthetic education in colleges and universities. *China National Exhibition*, (01).