

# Patriotic Education in Primary and Secondary Schools in the New Era: Problem Recognition, Foreign Experiences and Practical Insights

Huanhuan Yang\*, Guangjun Zhang

South China Normal University, Guangzhou, Guangdong, China

**Abstract:** Patriotism is the cultural spirit flowing in the blood of the Chinese nation, and patriotic education should firmly grasp the focus group of young people. At present, patriotic education in primary and secondary schools encounters the severe situation and challenges of the new era, so it is necessary to uphold the openness of the educational stance, but also to maintain the boundaries. Adherence to the parallelism of cultural enrichment and practical life in terms of educational objectives. To ensure that the content and means of education are "appropriate", "timely" and "innovative". Patriotic education abroad has provided experience in the direction of strategy and management, curriculum and teaching, organization and institution, and science and technology. Our country can strengthen its strategy management and promote the institutional guarantee of patriotic education; emphasize the teaching of the curriculum and innovate the practical mode of patriotic education; expanding organizational structures to promote synergistic participation in patriotic education; applying science and technology to enrich the manifestations of patriotic education.

**Keywords:** Patriotic Education; Primary and Secondary Schools; Foreign Experience; Practical Inspiration; New Era

## 1. Introduction

Carrying forward the patriotic spirit and strengthening patriotic education must remain an enduring theme. It is essential to continually enrich the educational content, refine the methods and approaches, and focus on achieving tangible outcomes, so that patriotism becomes the shared conviction and spiritual anchor of all people [1]. China's research results on patriotism education are rich, mainly from the patriotism education of the relevant trend of

thought [2], the innovation of the way [3], the theoretical curriculum [4] and college student groups [5] and other dimensions of the research. According to current information, there is a relative lack of targeted research on patriotic education in primary and secondary schools. On January 1, 2024, the Patriotic Education Law of the People's Republic of China came into force and was implemented, establishing patriotic education in the form of legislation reflecting the strategic height of the State. As primary and secondary school students, they are the future builders and successors of the nation's development. Patriotic education helps them draw spiritual nourishment from their cultural roots, establish cultural confidence, and foster a profound sense of identity with the country and the nation. In the context of the new era, this study takes patriotic education in primary and secondary schools as the object of research, combines foreign experiences and inspirations on patriotic education, and puts forward the practical way forward for patriotic education in primary and secondary schools in the new era from the four dimensions of policy and management, curriculum and teaching, organization and application of science and technology, with a view to realizing the fundamental task of establishing morality and nurturing a moral character in education.

## 2. Cultural Origins of "Patriotic Education"

The basic definition of "country" in *The Modern Chinese Dictionary* is "state". *Shuo Wen Jie Zi* interpretation of 'country' is: "country, state also, from the mouth, from or." The *Zhou li* note: "big said state, small said country." [6] "State" refers to the ancient vassal's fiefdom. It is clear that "country" implies the limitation of the boundaries of a territory, a spatial existence, and therefore has its own specific people and culture within this territory. At the same time, the "state" was also an ancient political "unit", an existence of power, which had a stabilizing

effect on ancient political power and social order. In addition, "state" is a temporal being, "All states have their origin in clans. [7]" Clan is the Paleolithic social group, is also a kind of "culture body", because of the clan in the "people" have the life limit, so the culture body within the face of the continuation of life generations, "culture is also inevitably in the time", accordingly, "country" is also inevitably in the cultural time. Culture is inevitably in time", [8] and accordingly, 'country' is also inevitably in the cultural time. In this sense, the rise of culture is the rise of the country, the decline of culture is the decline of the country, and the demise of culture is the demise of the country. To summarize, "country" is a unity that brings together the temporal, spatial, political and cultural dimensions. Patriotism is a cultural spirit that flows through the bloodstream of the Chinese nation, and "patriotism education" is a cultural practice that fosters people's political identity, cultural identity and emotional belonging to the nation-state and makes them willing to contribute to the nation, and is an important guarantee of national unity, national stability and social development.

### **3. The Cognitive Position of Patriotic Education in Primary and Secondary Schools in the New Era**

In the face of the wide-open cultural environment of the new era, patriotic education in primary and secondary schools is facing serious situations and challenges. In terms of educational stance, it is necessary to uphold openness and maintain boundaries; in terms of educational goals, it is necessary to insist on the parallelism of cultural education and life practice; in terms of educational content and means, it is necessary to grasp the "moderateness", "timeliness" and "innovativeness". In terms of educational content and means, "moderation", "timeliness" and "innovativeness" should be grasped.

Firstly, the convergence of Western thinking has to a certain extent influenced the school's philosophy, and the question of "for whom to train people", as the fundamental issue of patriotic education and even education, has to be clarified at the level of the cultural system." Patriotic education in the new era is not a logically closed loop, but an open system,"[9] and it is important to maintain boundaries while adhering to openness." Patriotic education" as a

cultural practice has its own spatial boundaries, and from the point of view of the philosophy of culture, each cultural body has its own characteristics, but is spatially adjacent to other cultural bodies. Although the members of the respective cultures cannot "see" or "hear" each other in their respective cultural activities, their behaviors already have a "mimicry" effect, and they "assimilate" with each other by imitating each other's behaviors and comparing them with their own. By imitating each other's behavior and comparing it with their own, they "assimilate" with each other. At the same time, the interaction of neighboring cultures has always been intertwined with the peaceful relationship of "human identity" and the struggle of "conflicting interests"[8]. In terms of educational stance, we should not only adhere to the pattern of tolerance and openness, drawing on and absorbing the fruits of all the outstanding civilizations of mankind, but also be on the alert against the erosion of Western culture, encouraging students to think rationally and discursively about controversial hotspot issues, so that they can place themselves in the river of human destiny and produce inner resonance, care about the country and the nation, care about the fate of the times, and pay attention to the world's problems.

Secondly, the complexity and inflammatory nature of Internet public opinion may mislead primary and secondary school students' understanding of patriotic issues. Along with the development of information technology, the virtual space mediated by digital systems has facilitated cross-cultural intermingling, but cultural bodies are spatially intertwined and boundaries blurred by technological support, which, to a certain extent, breeds forced assimilation under the expansion and usurpation of power." Primary and secondary school students constitute the main force for achieving the great rejuvenation of the Chinese nation. The quality of their thinking bears on whether there will be successors to carry forward the cause and whether the great rejuvenation of the Chinese nation can be realized"[10]. They are faced with an extremely complex real world and virtual world, in their worldview, outlook on life and values are not yet fully formed stage, on the "foreign culture" and "virtual culture" of the advantages and disadvantages and the use of the meaning of the temporary do not have the ability to identify and resistance! If they are not

careful, they will run the risk of being invaded by non-mainstream values or kidnapped by the values constructed in the virtual world, which will become the biggest obstacle to patriotic education. In terms of educational objectives, it is necessary to insist on the parallelism of cultural education and practical life, to guide students to rational reflection, to attach importance to the shaping of the personality of primary and secondary school students, to internalize the qualities of the personality that they have learnt, felt, thought and understood, and to encourage students to link their personal destiny with the destiny of the nation, to cultivate themselves in practice, to hone their minds, and to inspire them with the ambitious goal of establishing a great ambition from an early age.

Thirdly, patriotic education in terms of content, methods, means, resources and so on, there is a certain degree of limitation, heavy knowledge indoctrination, lack of practical experience, showing the phenomenon of "two skins" between knowledge and action." There is a false consistency prevalent in our fashion, as if everyone were cast from the same mold, behaving according to the rules, doing things according to habit, and no one dares to show his true self."<sup>[11]</sup> Patriotic education has its own theoretical characteristics and ideological nature, but a single-minded emphasis on consistency and instilling primary and secondary school students as containers of virtue will not only trigger their rebelliousness, but also force them to withdraw themselves from the cultural world. In terms of educational content and means, it is necessary to grasp the "moderation", "timeliness" and "innovativeness", so that the content meets the goal of educating people, cares about the real experience of the subject of education, and avoids excessive reinforcement and deification of a certain ideology or culture. The first is to make the content fit the goal of educating people, care about the real experience of the subject of education, and avoid over-enhancement and deification of a certain kind of thought or culture; the second is to look at the "outdated" dialectically, and pay attention to the transformation of those elements of education that have vitality; the third is to seize the opportunity of the development of information technology, innovate the means of patriotism education, and use science and technology as a carrier to enhance the modernity

and vividness of patriotism education.

#### **4. Relevant Experience of "Patriotic Education Abroad" in the New Era**

Patriotic education plays a vital role in personal development, social harmony and even national stability, and many countries have made patriotic education a national priority. Theoretical circles abroad have produced abundant research results on patriotic education, mainly in the areas of policy and management, curriculum and teaching, organization and application of science and technology.

##### **4.1 Policy Support is a Priority in Almost All Countries**

In 2006, the House of Representatives of Japan passed a series of bills focusing on the revision of the Basic Law of Education. The new Education Act requires teachers to have a "sense of patriotism and national dignity" and to inculcate this sense in primary school children <sup>[12]</sup>. Russia, on the other hand, directs the purpose of education to students' identification with and service to the state, establishing the centrality of patriotic education with the Law on Education. The Law on Education of the Russian Federation defines education as "the process of purposeful education and training for the benefit of the individual, society and the State"<sup>[13]</sup>. Resolution of the Government of the Russian Federation of 24 July 2000 "On the Military-Patriotic Youth and Children's Union", Decree of the Government of the Russian Federation of 29 May 2015 "On the strategy for the development of education in the Russian Federation for the period up to 2005", Resolution of the Government of the Russian Federation of 30 December 2015 "No. 1493 "On the State program of patriotic education of citizens of the Russian Federation for 2016-2020 <sup>[14]</sup>. Currently Russia is implementing the third national program - civic patriotic education, the goal of which is to ensure "the growth of national patriotism ..... socio-economic stability and stronger national security."<sup>[15]</sup> Patriotic education of young people is carried out within the framework of the Youth Policy Program for 2005-2007, approved by the Decree of the Government of the Republic of Kazakhstan No. 734 of 18 July 2005, and such socially significant patriotic endeavors are sponsored by the Government<sup>[16]</sup>. At the policy and legislative level, the

above-mentioned countries attach great importance to patriotic education and its management orientation.

#### **4.2 The Teaching of the Curriculum Reflects the Height of National Strategic Thinking in Action**

Patriotic education has been included in the curricula of a considerable number of countries around the world. In 2002, the Government of Japan developed a curriculum that includes "deep feelings for the country" as the main objective of the six-year high school training program; In 2003, the Government adopted the "Resolution on Freedom of Expression and Patriotism in Japan", which introduced a system of evaluating patriotism in schools, whereby all students from the age of 11 are graded according to their knowledge of "patriotism" and their grades are written on report cards. Their grades are written on report cards. Patriotic education in Kazakhstan is carried out with the help of specific educational projects, such as comprehensive curricula, training modules, and various pedagogical practice projects; the development of standards and diagnostic tools to track the dynamics of the consciousness of future citizens; and the development of a localized approach, taking into account the educational model of the regional school[13]. In 1913, a sociology course called "musahabbati - Ahlakiye" was introduced in Turkey, which included the value of patriotism as one of the important objectives of teaching[17]. In the pedagogical practice of patriotic education, Azerbaijan uses historical strategies (e.g., folklore), artistic strategies (setting up scenes and role-playing), research strategies (studies on specific topics of patriotism), extracurricular strategies (lectures, conferences, performances, exhibitions, workshops, visits to museums), cinematic strategies, visual strategies, and interactive strategies (games, debates) to develop students' cultural understanding,[18] promoting students' raw emotions through practical educational activities.

#### **4.3 Relying on Multiple Socio-Educational Institutions to Play a Role in Collaborative Education**

The Russian system of patriotic education provides for the formation of socially significant values, civic awareness and patriotism in the

course of education and training in educational institutions of all kinds, public associations, scientific organizations and other organizations[19]. Although the United States does not have any specific national program to develop patriotic education, civil society institutions play an important role in it, and patriotism and pride in country are instilled in American citizens from an early age by parents, schools, universities, and society at large[16]. Kazakhstan also pays great attention to the role of children's and young people's social movements, associations and creative unions in the education of patriotism, and on 6 July 2011 established a unified organization of children and young people, "Zhas Ulan", with the aim of developing a common methodology for the education of the next generation in the spirit of patriotism in support of youth organizations. The "Zhas Ulan" project makes it possible for all school-age children in Kazakhstan to participate in its activities, and the number of such children's associations is increasing year by year, with more than 1,434 such institutions operating throughout the country[12]. Obviously, patriotic education is not only the responsibility of school education, but also family groups, social organizations and other multiple education collective force, thus forming a "home-school-society" collaborative education mechanism.

#### **4.4 Science and Technology Have Helped to Make Patriotic Education Activities more Visible and Accessible**

It has been argued that the use of digital tools is an important source of patriotic education for modern youth, and that the creation of media materials and digital content helps to shape the worldview of young people[20]. Kravchenko et al. emphasize that educational institutions have greater opportunities to improve the quality and dissemination of patriotic education through the Internet[21]. Using the creation of historical databases and Internet platforms, Russia has opened an Internet project for the patriotic education of the country's youth, which is aimed at providing young people with basic national values and making possible broad participation of different social and age groups[14]. It can be said that utilizing the power of science and technology and using high-quality technological tools to empower patriotic education is an international trend in patriotic education in the

new era.

## **5. Practical Implications of Foreign Patriotic Education for China**

Primary and secondary school students are the focus group of patriotic education, and schools are an important position for strengthening patriotic education. Based on the above understanding of the problems of patriotism education and the experience of patriotism education in foreign countries, patriotism education in primary and secondary schools in China in the new era can try to explore in practice from the direction of policy and management, curriculum and teaching, organization and application of science and technology.

### **5.1 Strengthening Policy Management and Promoting Institutional Safeguards for Patriotic Education**

"Adhering to and implementing the comprehensive rule of law and putting patriotic education on the track of institutionalization and the rule of law are important guarantees for promoting the healthy development of patriotic education." Although China promulgated the Patriotic Education Act at the beginning of 2024, which is a historic breakthrough compared with the past, it is still insufficient, and it is necessary to strengthen the implementation of patriotic education from a strategic height, increase the surface of legislation, and promote the sustainable development of patriotic education in the form of a national program.

Adherence to the systematic management and guidance of socio-educational institutions at the national level, with a clear definition of the general tasks of patriotic education, as well as a grasp of the direction, objectives and content of patriotic education and its overall deployment in each period. Patriotic education is not only an internal consensus in the education sector, but also a top-level design that manifests the will of the country. "The state should strengthen the overall management of patriotism education in primary, secondary and university schools, refine the specific responsibilities and rights and interests of each school section, and enhance the coordination and cooperation of the main bodies at all levels in the process of the integrated construction of patriotism education in the new era through the establishment of an orderly and effective operation and management

mechanism", to form a top-down, cross-cutting social education institutions and groups and organizations to form a legal statute, so that there is a law to follow. Social education institutions occupy a large proportion of the extracurricular education market in China, which involves educational concepts, the use of teaching materials, teachers and cultural concepts of regulatory loopholes, systematic management and legal statutes to a certain extent, can control the extracurricular education of students in the mainstream national values to lead the healthy development.

Our country must be vigilant about the influence of family education in patriotism education, strengthen its influence, and develop a cultural identity, policy orientation and legislative guarantees. The cultural identity and common interests of multiple subjects are the basis for home-school cooperation in patriotism education. The political outlook of the family, the family structure, and even the upbringing of the family members bear the imprint of a certain period of time, which is easy to influence the ideology of young people implicitly, and the parents' group should be brought into full play to play a positive guiding role in the patriotism education of the students." Schools guide parents to implement the provisions of the Patriotism Education Act, translate the requirements of love for the motherland into the practice of family education, establish a correct understanding of the country, and subconsciously carry out patriotism cognitive education, emotional inculcation, and behavioral upbringing in daily life, and give play to the complementary role of family education", so that family education and school education to generate organic links, and promote students to form a sense of national identity.

At the school level, school culture is the normative sum of ideas and behaviours followed by all members of the school community, based on shared values. Whether overt or hidden, school culture, through the long-term practice of the school's values and beliefs, implicitly transmits nurturing concepts to teachers, students, and other members, exerting a lasting and profound impact on them. Adhering to the unity of explicit and implicit education, and maintaining the national schooling orientation is the fundamental embodiment of the national cultural policy direction. In an official address at the national conference on ideological and

political work in colleges and universities that "once a school goes in the wrong direction in running a school, and goes astray in training people, it is like a crooked-necked tree, which can't grow into a big tree no matter what." The policy system is the normative basis for the values and concepts, and it is the "root" and "soul" that runs through the whole process of educating people in schools. The construction of the contemporary school culture system is facing an unprecedentedly complex background, and the influx of Western thinking has constituted a certain degree of crisis to the school philosophy from the ideological level. The philosophy of a school in turn governs the choice of educators' educational behavior. In order to make this lasting and profound cultural system have a positive effect on education and provide teachers and students with a positive code of conduct, it is necessary to adhere unswervingly to the national direction in running schools, adhere to the guiding role of mainstream national values, and adhere to the integration of advanced national culture. This will help form a unified value framework across all levels and foster synergy among families, schools, and communities, thereby allowing patriotism education to fully express its distinctive national.

## 5.2 Emphasizing Curriculum Teaching and Innovating the Practical Mode of Patriotic Education

Curriculum teaching is an important carrier for the implementation of the fundamental task of educating people with moral character. The root of patriotic education in primary and secondary schools lies in school education, and the inheritance of the country's political system, culture and history through curriculum teaching is an important path for patriotic education for young people. Conducting good Civics classes, using good teaching materials, innovating educational and practical activities, and giving full play to the nurturing function of teaching itself are the fundamentals of practicing patriotism education.

The Civics program is the key guarantee for the implementation of patriotic education. On the one hand, it is necessary to combine the school's moral education priorities, relying on the Civics and Political Science class, to coordinate the goals of patriotism education for all school segments, to follow the laws of physical and

mental development in primary and secondary schools to design integrated goals for nurturing people, to rationally arrange the content of the teaching and to carry out coherent, hierarchical, and gradual teaching and learning activities. On the other hand, the patriotism education resources contained in other courses and teaching methods should be explored to realize all-round education, and Civics should be integrated into the teaching of specific disciplines as a value leader of patriotism education. In mathematics, for example, teachers in guiding students to explore the mysteries of mathematical knowledge, focusing on cultivating students' scientific attitude of rigor and truth-seeking, skillfully put the mathematicians in pursuit of the truth of the attitude of perseverance and for the future of the country and the nation to put down the personal glory and humiliation of the national sentiment, so as to infiltrate the education of patriotism, to stimulate the students' intrinsic sense of pride and sense of mission.

Teaching content is an important vehicle for the implementation of patriotic education. Teachers should use the teaching materials well, integrate the teaching content, give full play to the nurturing function of the teaching materials, and carry out teaching activities in a fruitful manner. According to Marx, "the practical activity of man is an objective process aimed at transforming the objective world, an interaction between the subject and object of practice, and this interaction must be mediated by means of certain means and instruments, i.e., the mediation of practice." Patriotic education is a practice of cultural interaction formed through symbols and behaviors, such as textbooks, which serve as intermediary cultural symbols that form a link between the educational content and the double subject, and in the pedagogical interactions realize the understanding of culture by human beings and the construction of culture by human beings. In the case of language subjects, for example, the textbooks contain many selections from the revolutionary culture that are rich in both quality and genre. Atmospheric words "Seven Laws - Long March" overflowing with a generation of leaders of the lofty aspirations, dynamic and playful "Little Hero Yulai" embodies the young hero's resourcefulness and bravery, impassioned "Junior China Speaks" text with the white, exuding a strong inspirational power, inspiring

"for the rise of China and read" demonstrates the profound aspirations of a young patriot. Teachers should be good at digging deep into the text and language within the ideological meaning, through the language practice to grasp the essence of patriotism education of the selected text, guiding students in the real language practice to experience the character, national destiny and the spirit of the times, to form their own emotional resonance.

Practical activities are a good way to materialize patriotic education. Relying on major theme festivals such as traditional Chinese cultural festivals and red anniversaries, we carry out practical activities in the discipline, form experiences in practice, and sublimate emotions in experience. Primary and secondary school students are willing to accept new things, keen to participate in interesting activities, purely theoretical indoctrination to carry out patriotism education to a certain extent from the requirements of the times, can not produce good educational results, therefore, the school should be combined with the characteristics of the school period, the patriotism education and the students are happy to see a combination of practical activities and current affairs topics, to enhance the fun and timeliness. Take the National Day as an example, the lower grades can carry out "My Gift to the Motherland" interdisciplinary garden activities, each subject planning different tasks and different gradients of the garden booths, students in a specific context garden collection chapter; The middle and senior grades may organize debates, drama writing and choreography, and short video production and presentation around the theme. These activities can stimulate the enthusiasm of primary and secondary school students to participate, and play a subtle influence on the cultivation of patriotism among primary and secondary school students.

### **5.3 Expanding Organizational Structures to Promote Synergistic Participation in Patriotic Education**

Patriotic education is a generative path from the inside out, from knowledge to action, from process to whole. Through the active collaboration of families and social groups, students' participation in social practice is enhanced, and young people are trained to continuously externalize their ideological identity and emotional belonging to the national

consciousness, thereby transforming it into internal cultural self-awareness. Organizational structure construction is an important guarantee for promoting the benign operation of patriotic education, and is a favourable support for giving full play to the synergistic education of schools, society and families. China's strength in patriotic education organizations is slightly weak, and it is necessary to continuously integrate and encourage the scientific operation of civil patriotic education organizations, increase government policy support and a certain degree of financial incentives, so that they can continue to improve and develop steadily, and form an educational force that bridges the gap between social institutions and school education.

Broadening the channels of social participation and coordinating multiple patriotic education groups or civic institutions, such as volunteer associations, youth cadet leadership groups, youth clubs, and community, in order to form an organizational force that is complementary to that of school education. In order to guarantee the durability, stability and consistency of the diversified social forces, the Government also needs to rationalize the layout, improve the supporting policies, draw up the service rules and management methods for the participation of the diversified main bodies, and increase the financial support and guidance of the activities, so as to give full play to the optimal effect of the collaborative education.

Building patriotic education bases and encouraging out-of-school educational activity centers to organize and carry out patriotic education study activities. Compared with other educational practices, patriotic education has the attribute of position, and needs to make use of a specific spatial and temporal environment as the material basis for education, opening up the field of practice, giving full play to the positive role of community institutions, and making full use of cultural venues such as museums, revolutionary sites, and places of interest to promote the development of patriotic education. Taking "Entering the Hometown of Great Men and Inheriting the Legacy of the Revolution" as an example, it taps into local red resources, organizes students to carry out special social practice activities on red culture by using family committees, organizes study groups to visit the old revolutionary sites, integrates elements of labour education and other activities into them,

and exhibits the results of the practice in a lively manner through speeches, poster production and cultural performances, etc.. Through history educating, culture educating and emotion moving, the red gene of students is firmly established. Using the resources of the above organizations, combined with practical activities inside and outside the school, patriotic education is integrated with the "five education fusion", and combined with specific practical problems, so as to achieve the optimization of the educational effect.

#### **5.4 Application of Science and Technology to Enrich the Forms of Expression of Patriotic Education**

Patriotic education in the new era is not only reflected in the new content of education, new forms of practice, but also in the new technical means. The traditional patriotic education technology is relatively single, mainly relying on teachers to tell the feelings and move the reasoning, with the Internet, artificial intelligence, meta-universe as the representative of the scientific and technological elements have enriched the manifestation of patriotism education, and created a more open, flexible and vivid situation and resources for teachers and students, so as to make the new era of patriotism education more contagious.

Utilizing digital technology to plan the knowledge map of patriotism education, forming a nationally coordinated patriotism education target system and assessment standards, and with the help of the "Internet Plus" model, transmitting the knowledge map of patriotism education to the knowledge platform, opening up teaching resources, and combining intelligent AI to carry out the online and offline hybrid teaching mode. At the same time, around the "independent learning", "family education", "social practice" and other modules, the assessment data of students' patriotic education is recorded in the growth file bag.

Based on digital VR/AR, education meta-universe, blockchain and other technologies to create a set of online and offline, virtual and real integration of cloud space and patriotic education situation, combined with historical events to create immersive activity scenarios, mobilizing the students' body multi-sensory experience to participate in the experience, to enhance the students' immersive feelings and experiences. Students can

immersively travel through different spatial and temporal contexts through digital AR to conduct role experiences, increasing the embodiment, contextualization and richness of patriotism education resources.

Enriching the expression of patriotic educational information based on digital media. Primary and secondary school students are willing to accept new things, have a strong sense of self, along the traditional education methods for patriotic education is difficult to be accepted by students. Patriotic education information in the new era should keep pace with the times and expand the expression of patriotic education information with the help of artificial intelligence, big data and other technical means. For example, the screening of patriotic educational movies, the shooting of public service advertisements, and the development of "cloud studies" at patriotic educational bases have enhanced students' sense of personal experience and immersion, making the expression of patriotic feelings more vivid. In addition, media platforms are opened up to encourage students to translate the official discourse system of patriotism into life, and to spontaneously produce and circulate information works that are close to life and have positive energy.

It is worth noting that "with the rapid development of new media, the boundaries between international and domestic, online and offline, virtual reality, outside the system and within the system are becoming more and more blurred, constituting a large and increasingly complex field of public opinion." [3] We need to optimize the healthy environment of patriotic education online platforms, strengthen the supervision of platforms, plan technological operations in a holistic manner, enhance students' ability to recognize the vast amount of information and distinguish right from wrong, and guide students to consciously speak out positively for information and behaviours that undermine the interests of the State.

#### **6. Conclusion**

The primary and secondary school student population is crucial to the passing on of the red gene. The Outline for the Implementation of Patriotic Education in the New Era states: "With a view to fostering new men of the times who will take on the great responsibility of national rejuvenation, the flag of patriotism should be raised at all times, and efforts should be made to

cultivate patriotism, sharpen the will to strengthen the country, and put into practice the act of repaying the country, so as to make patriotism a firm conviction, a spiritual force, and a conscious act of the Chinese people as a whole." In the new era and new journey, patriotic education in primary and secondary schools should follow the pace of the times, start from the height of national strategic thinking, strengthen legislation and policy support, build the foundation of school education, give full play to the nurturing function of curriculum and teaching, unite social resources, innovate means and tools, and put more efforts on practicability and interestingness, so as to enhance primary and secondary school students' ideological cognition, emotional identity and cultural self-consciousness towards patriotism, and to cultivate ideal, capable and responsible new men of the era for the country. In this way, we can enhance primary and secondary school students' ideological awareness, emotional recognition and cultural consciousness of patriotism, and cultivate for the country new men of the age with ideals, skills and commitment.

## References

- [1] Carrying forward the great spirit of patriotism, providing spiritual pillars for realizing the Chinese dream. People's Daily, 2015-12-31.
- [2] Yang Fahang. Analysis of Important Social Trends Affecting Patriotism in the New Era. New Horizons, 2010(2):73-75.
- [3] Hu Guosheng. Trial analysis of national major commemorative and celebratory activities and the cultivation of college students' patriotism. Journal of Shandong Youth Politics College, 2012(1):57-61.
- [4] Liu Jianjun. On the "eight unity" of education and teaching of ideological and political theory courses in colleges and universities. Teaching and Research, 2019(7):13-19.
- [5] Jin Jian. College students should have patriotism. People's Forum, 2019(12):132-133.
- [6] [Eastern Han] Xu Shen. Shuowen jiezi yanjie. Tang Kejing, author. Changsha: Yuelu Shusha, 2001:844.
- [7] Liang Qichao. History of pre-Qin political thought. Tianjin: Tianjin Ancient Books Publishing House, 2003:45.
- [8] Li Pengcheng. Contemporary Philosophical Reflections on Culture. Beijing: People's Publishing House, 1994:336,428.
- [9] Wang Yi, Zhang Hao. A Multidimensional Review on the Patriotic Education Law of the People's Republic of China. Thought Theory Education Guide, 2024(1):112-120.
- [10] Feng Jianjun. Compulsory education morality and rule of law curriculum concept. Curriculum. Teaching materials. Teaching Methods, 2022,42(6):20-28.
- [11] Rousseau. On whether the revival of science and art will help to make customs more pure. Li Pinghui, translation. Beijing: Commercial Press,2011:12.
- [12] T. A. Abdrashitova, Ya. N. Ospanova. (2009). Best Practice of Patriotic Education Best Practice of Patriotic Education. Methodical Handbook. Astana: Agroizdat LLP Publishing House, (pp. 90-94, 98-102)
- [13] Suslov, A., Belova, I., & Litinskaya, E. (2021). Legal and civil patriotic education in russia university as a factor of sustainable development societies. Les Ulis: EDP Sciences.
- [14] Luneva, Elena V., et al. "Patriotic education of young people by means of Internet projects: domestic and foreign experience." 1st International Scientific Practical Conference" The Individual and Society in the Modern Geopolitical Environment"(ISMGE 2019). Atlantis Press, 2019.
- [15] "Gosudarstvennaya programma 'Patrioticheskoe vospitanie grazhdan Rossiiskoi Federatsii na 2011–2015 gody.' Postanovlenie Pravitel'stva RF ot 05.10.2010g. (red.07.10.2013g.)."2010. Sobranie zakonodatel'stva RF ot 11.10.2010g.N41(ch.2), st.5250.
- [16] S.Y. Lavrentiev, O.L. Shabalina, D.A. Krylov, S.G. Korotkov, V.A. Svetlova, A.V. Rybakov, I.S. Chupryakovs. The Social Sciences,11,1855(2016)
- [17] Malkoç, Serdar, and Fatih Özturk. "A Comparative Review of Articles on Education of Patriotism: A Thematic Analysis." International Journal of Progressive Education 17.6(2021): 144-157.
- [18] Huseynaga, Gularə Karimova. "On the methods of moral and patriotic education." U-niversidad y Sociedad 16.1(2024):

104-109.

[19] A.L. Zhuravlev, A.V. Yurevich, Psychology Journal, 34(3), 5 (2013)

[20] Pavlushenko, O. A., Mazai, L. Yu., Prokopchuk, L. V., & Pavlykivska, N. M. (2021). Internet resources as a means for forming students' national and patriotic worldviews. Information Technologies and Learning Tools, 85(5), pp. 130–146.

[21] Kravchenko, O., Oksom, P., Voitovska, A., & Albul, I. (2020). Gender socialization of students with disabilities: Ukrainian practices. Amazonia Investiga, 9(27), pp. 260–267.  
<https://doi.org/10.34069/AI/2020.27.03.28>.