

The Application of International Current Political Affairs in Ideological and Political Teaching: Take "Building a Community with a Shared Future for Mankind" as an Example

Jiaojiao Kan

Nantong Tian Jiabing Middle School, Jiangsu, China

Abstract

Interest serves as the intrinsic motivation that drives students to proactively explore new knowledge. If teachers can stimulate students' interest in learning at the beginning of class and mobilize their initiative and enthusiasm for in-class learning, it will lead to twice the result with half the effort in teaching, achieving efficient and low-consumption classroom effects. Ideological and political courses are the key courses for implementing the fundamental task of fostering virtue through education, and their vitality lies in resonating in harmony with the times. The organic integration of current political hotspots into ideological and political teaching is not only an inevitable requirement for cultivating students' political literacy, but also an important path to enhance the social responsibility of technical and skilled talents. The teaching of Contemporary International Politics and Economics—a selective compulsory textbook (Volume 1) for senior high school ideological and political courses—requires extensive citation of international current political cases. This approach not only stimulates students' interest in learning and broadens their international horizons, but also strengthens their political identity. Integrating current political hotspots into ideological and political teaching in an ingenious manner, so as to make these courses resonate in harmony with the times, has become an important approach to improving the quality of ideological and political teaching. For senior high school students, this is not only a necessary measure to cultivate their political literacy, but also a key to enhancing their sense of social responsibility.

Keywords

Ideological and Political Teaching, International Current Political Affairs, Learning Interest, Building a Community with a Shared Future for Mankind

1. Introduction

The senior high school period is a crucial stage for cultivating students' critical thinking abilities and developing their core competencies. Senior high school ideological and political courses are key courses for implementing the fundamental task of fostering virtue through education. In the teaching process of senior high school political courses, the application of current political cases helps to stimulate students' interest in learning, deepen their understanding of knowledge content, broaden their international horizons, and cultivate their core competencies in the political discipline.

"Building a Community with a Shared Future for Mankind" is the core content and also the focal point of the second unit in the textbook Contemporary International Politics and Economics. The second unit mainly focuses on the multi-polarization of the world as a trend in international politics, which is one of the key sections of the entire textbook. Therefore, this module plays a pivotal role in the whole book.

Following the logical framework of "what it is (connotation)—why it matters (necessity and significance)—how to advance it (measures and China's practices)", this module explains the connotation, necessity, and significance of a community with a shared future for mankind, as well as the corresponding measures and how China practices the concept.

As a key course for implementing the fundamental task of fostering virtue through education, the teaching effectiveness of ideological and political courses exerts a crucial impact on students' growth and development. Against the backdrop of the new era, social development is advancing by leaps and bounds, and new current political hotspots continue to emerge. Integrating current political hotspots into ideological and political teaching in an ingenious manner, so as to make these courses resonate in harmony with the times, has become an important approach to improving the quality of ideological and political teaching. For senior high school students, this is not only a necessary measure to cultivate their political literacy, but also a key to enhancing their sense of social responsibility. Based on this, integrating current political hotspots into ideological and political teaching from multiple dimensions holds significant practical significance [1].

2. The Theoretical Origin of the Community with a Shared Future for Mankind

Marxism's "community" thought is one of the theoretical origins of China's concept of "a Community with a Shared

Future for Mankind". Based on historical materialism, its core revolves around "the emancipation of humanity" and "social development". By criticizing the alienated nature of capitalist society, it aims to construct a new form of social relations that meets the essential needs of humanity. Marxism's "community" thought forms a theoretical system that "takes the emancipation of humanity as its goal, the transformation of production relations as its path, and the association of free individuals as its ideal form" [2]. It is not only a critique of capitalist society, but also a profound insight into the laws governing the development of human society. In the contemporary era, this thought continues to demonstrate its timeless vitality through practical manifestations such as "a Community with a Shared Future for Mankind" and "common prosperity", providing important ideological guidance for solving global issues and promoting China's social development [3].

The traditional Chinese concept of "Tianxia" (All-under-Heaven) is another theoretical origin of the Community with a Shared Future for Mankind. The traditional Chinese "Tianxia" is not merely a geographical concept, but a cultural community that embodies ethical and political connotations. It transcends the boundaries of blood relations, regions, and ethnic groups, takes "harmonizing all states" and "the whole world as one family" as its ideals, and advocates building order through cultural identity rather than military expansion. For instance, The Book of Rites·Li Yun (Rites of the Zhou Dynasty·On the Evolution of Rites) puts forward the idea that "when the Great Dao (Great Way) prevails, the world is held in common", emphasizing governing the world with a public mind and realizing a "Great Harmony" society where "the elderly are cared for until their last days, and the able-bodied are fully employed" [4].

Centered on the core values of "Ren" (benevolence), "Li" (rites), and "He" (harmony), the traditional Chinese concept of "Tianxia" has constructed a civilized order that transcends the boundaries of nation-states, and its essence lies in the pursuit of maximizing the common values of humanity. In the contemporary era, through creative transformation, this concept has become an ideological source of China's major-country diplomacy with Chinese characteristics, providing an important path for addressing the deficit in global governance and promoting the progress of civilizations. As The Book of Changes (I Ching) states, "Observe human cultures to transform and enlighten the world"—the ultimate goal of the "Tianxia" concept has always been to "transform and enlighten the world", that is, to achieve a shared future for humanity through cultural inclusiveness and moral influence [5].

3. The Educational Teaching Research of the Community with a Shared Future for Mankind

Scholars in the academic community have conducted research on the education of "a Community with a Shared Future for Mankind" from multiple perspectives. On the one hand, they regard the concept of "a Community with a Shared Future for Mankind" as a guiding ideology, and discuss specific issues in the development and reform of educational activities and undertakings—such as emphasizing that education is a fundamental project for building a community with a shared future for mankind, proposing the educational dimensions of constructing such a community, and exploring the orientation and models of talent cultivation that meet the needs of a community with a shared future for mankind [6]. On the other hand, they focus on educational activities that take the concept of "a Community with a Shared Future for Mankind" as core content, examine various stages and links of education, and put forward or optimize teaching strategies for the concept [7].

Current research generally explores the theoretical foundations from traditional Chinese culture, such as the ideas of "harmony and coexistence" and "great harmony under heaven", emphasizing their alignment with the concept of a Community with a Shared Future for Mankind. For example, the University of Nottingham Ningbo China proposes to analyze institutional differences under diverse cultural backgrounds based on the "historicist principle", and combines Marxist cultural philosophy to construct a theoretical framework that integrates Chinese characteristics with a global perspective [8].

Meanwhile, research focuses on integrating the "Community with a Shared Future for Mankind" with core socialist values and traditional Chinese virtues, forming core value orientations such as "harmony without uniformity" and "harmonizing all states". Scholars generally agree that the concept of a Community with a Shared Future for Mankind responds to common challenges in the context of globalization, such as climate change and public health crises, and education bears the responsibility of cultivating global citizens [9]. For instance, Sino-foreign cooperative universities strengthen students' international perspective through ideological and political courses, guide them to understand the global governance concept of "extensive consultation, joint contribution and shared benefits", and explore the integration of practical cases such as the "Belt and Road" Initiative into the curriculum [10].

At present, the research on education and teaching of the Community with a Shared Future for Mankind has formed a trinity development pattern of "theory-practice-technology", and has made remarkable progress especially in aspects such as integrated curriculum design and cross-cultural teaching innovation. However, there is still a need for deeper advancement in the construction of systematic theories, the integration of practical resources, and the optimization of evaluation systems. In the future, it is necessary to further integrate interdisciplinary resources, strengthen empirical research and technological application, so as to respond to the new demands of education in the era of globalization [11].

In senior high school political teaching, methods such as issue-based teaching are used to cultivate students' conceptual cognition, understanding and recognition, as well as practical perception of "a Community with a Shared Future for Mankind". The teaching of "a Community with a Shared Future for Mankind" in senior high school politics focuses on

analyzing China's practices in promoting the building of such a community, and helping students understand China's role as a responsible major country [12]. Therefore, in the teaching process of this module, it is necessary to extensively use international current political materials to deepen students' understanding of the current world situation and strengthen their political identity with China's efforts to promote the building of a community with a shared future for mankind.

4. Leveraging International Current Political Affairs to Stimulate Students' Interest in Learning

In the process of teaching activities, interest is the intrinsic motivation that drives students to proactively explore new knowledge. Stimulating students' interest in learning is particularly important: if teachers can arouse students' learning interest at the beginning of the class and mobilize their initiative and enthusiasm for in-class learning, it will achieve the classroom effect of "accomplishing twice the result with half the effort, being efficient and low-consumption" in teaching [13].

Centering on the theme of "Promoting the Building of a Community with a Shared Future for Mankind", the curriculum standards have designed a progressive curriculum goal system featuring "enlightenment in primary school, foundation-laying in junior high school, literacy improvement in senior high school, and mission strengthening in university". Meanwhile, the "topic-based teaching" method is adopted to achieve organic connection among knowledge, scenarios, and tasks [14].

The instructional design for "Building a Community with a Shared Future for Mankind" takes "global research and learning" as its main thread. Different study groups are assigned distinct research destinations in the form of "study travel tickets"—by distributing such tickets, each group receives a differentiated research destination. This guides students to intuitively perceive the real-world dynamics across various regions from five dimensions: politics, economy, security, ecology, and civilization, thereby stimulating their interest in the course content [15].

By understanding the world situation, students recognize that the world is in the midst of profound changes unseen in a century, with deficits in peace, development, security, and governance deepening continuously. Mankind is facing unprecedented challenges; however, in the face of these global threats and challenges, no country can confront them alone. Therefore, China has initiated the promotion of building a community with a shared future for mankind [16].

However, questions such as "What kind of world is a community with a shared future for mankind?" and "How to build such a world?" constitute the teaching difficulties of this module. If teachers only conduct one-way theoretical lectures to students, it will not deepen students' understanding of the community with a shared future for mankind; instead, it may even lead to a superficial grasp of the content without true comprehension. Therefore, in the design of Teaching Activity 1, students are guided to start with international current political materials, directly face and analyze the problems encountered by each research group, and propose measures to solve these problems. From both the perspectives of factual logic and theoretical logic, students are helped to gain a profound understanding of the necessity and significance of China's proposal to build a community with a shared future for mankind [17].

5. Focusing on International Controversies to Cultivate Students' Critical Thinking Abilities

In promoting the building of a Community with a Shared Future for Mankind, China is both the initiator and the practitioner. The year 2024 marks the first year of the second decade since China put forward the initiative of building a Community with a Shared Future for Mankind. Over the past decade, with firm conviction and solid actions, China has contributed Chinese wisdom and Chinese solutions to the building of this community [18].

The "Belt and Road Initiative" (BRI) is a vivid practice of China's efforts to promote the building of a Community with a Shared Future for Mankind. However, some Western countries have raised doubts about China's BRI. They claim that China's proposal to jointly build the BRI is an attempt to trap countries along the route in a "debt trap" and conceal "military strategies", thereby depriving the co-building countries of their sovereignty.

In response to the above-mentioned doubts, Classroom Activity 2 is designed. In the form of a simulated press conference where students act as spokespersons of China's Ministry of Foreign Affairs, this activity aims to cultivate students' critical thinking abilities, strengthen their recognition of China's BRI, and help them understand China's contributions to building a Community with a Shared Future for Mankind [19].

During the activity, students conducted arguments by sorting out authoritative data and cases: Over the past decade, China has signed more than 200 Belt and Road Initiative (BRI) cooperation documents with over 150 countries and more than 30 international organizations, resulting in a large number of landmark projects and "small yet impactful" projects that benefit people's well-being; China-Europe Railway Express has reached more than 200 cities in 25 European countries, with a total of 74,000 trips made; the total volume of imports and exports between China and BRI co-building countries has reached 19.1 trillion US dollars; China has trained a total of over 16,000 technical and managerial personnel for these co-building countries [20].

Facts have shown that the Belt and Road Initiative (BRI) promotes mutually beneficial and win-win cooperation, and pursues more inclusive, equitable and balanced common development. This initiative adheres to the principle of extensive consultation, joint contribution and shared benefits, and rejects the mindset of "self-importance"; it is

committed to "connectivity" and opposes "decoupling and chain-breaking"; it strives for "win-win cooperation" and rejects "confrontation and antagonism".

China's proposition of the BRI cooperation initiative focuses on providing more public goods for neighboring countries and regional cooperation on the basis of pursuing common development. In essence, it contains no military or geostrategic intentions. China has always refrained from seeking dominance in regional affairs, expanding its sphere of influence, or interfering in the internal affairs of other countries [21].

6. Telling Chinese Stories to Broaden Students' International Horizons

In addition to the Belt and Road Initiative (BRI) - an international public good - China has put forward the Global Security Initiative (GSI), the Global Development Initiative (GDI), and the Global Civilization Initiative (GCI) in recent years. These initiatives point out the direction for the development of human society from three dimensions: security, civilization, and development [22].

In the instructional design of this segment, students, based on the current political materials they have accumulated before class, convey China's voice and tell Chinese stories in class. For instance, one student shared that in April this year, when Cuba faced another food crisis, China urgently provided a batch of food aid to Cuba. Moreover, in September this year, China also brought hybrid rice technology to Cuba. As the saying goes, "It is better to teach a man to fish than to give him a fish." Correspondingly, China has also set up a hybrid rice training course in Cuba to help the country cultivate agricultural technical talents [23].

To alleviate the humanitarian situation in Gaza, the Chinese government has continuously provided assistance to Palestine within its capacity. Multiple batches of emergency humanitarian supplies, including food, medicines, grain, and medical supplies, have been delivered to the Gaza Strip via Egypt. Two new batches of aid supplies from China to Palestine—comprising tents, blankets, cotton-padded clothes, medical supplies, and flour—will arrive at Egypt's El Arish Airport and Port Said on April 18 and April 19 respectively, and will then be transported to Gaza through the Rafah Crossing [24].

Driven by positive international forces represented by China, the Middle East—once regarded as the "tinderbox of the world"—has embraced a wave of reconciliation: Saudi Arabia and Iran have resumed diplomatic relations; Syria's foreign minister has visited Saudi Arabia for the first time in 12 years; positive progress has been made in Yemen's peace process; Qatar and Bahrain have decided to resume diplomatic relations; and Turkey and Egypt have improved their bilateral relations [25].

In the face of worsening ecological challenges, China is firmly committed to the path of green, low-carbon and sustainable development. It will achieve the transition from carbon peaking to carbon neutrality in the shortest time in history, and make active efforts to promote the harmonious coexistence of humans and nature [26]. At the same time, China advocates upholding the principle of common but differentiated responsibilities, effectively implementing the Paris Agreement, and calls on developed countries to help developing countries enhance their capacity to respond to climate change. It opposes the double standard of "paying lip service to climate governance while suppressing other countries' green industries" and avoids hindering the global green transition process [27].

The design of this segment aims to, through the way students narrate China's practices in their own words, enhance their political identity, foster their global awareness, help them recognize the contemporary value of the Community with a Shared Future for Mankind, and strengthen their sense of national pride. By watching videos, students can perceive China's image as a responsible major country, a civilized socialist country in the East, and thus deepen their sense of national identity [28].

7. Conclusion

The course "Building a Community with a Shared Future for Mankind" is designed for 11th-grade students (senior two in Chinese high schools). This group of students has certain self-directed learning abilities and critical thinking skills. They have also been exposed to basic knowledge related to the "Community with a Shared Future for Mankind" during their junior high school years, thus possessing a certain foundation of relevant knowledge. However, their current cognitive level is mainly based on perceptual cognition, and they lack rational understanding of abstract content. They need to conduct thinking in combination with international current political affairs. Therefore, the content of this course poses a certain degree of difficulty in understanding for the students.

In teaching, "keeping pace with the country's current political policies and using current affairs to well elaborate on the building of a Community with a Shared Future for Mankind" is the core key. The highlight of this course lies in its close integration with current political hotspots. Through diversified activities such as "global research and learning", "simulated diplomatic speeches" and "telling Chinese stories", it effectively stimulates students' interest in learning, helps them deepen their understanding of the concept of a Community with a Shared Future for Mankind, and ultimately enhances their political identity with China's practices in promoting the building of such a community.

This course adopts a traditional model for the application of current affairs cases. However, in the ideological and political education of the new era, we can align with the current development trends of education and technological innovation to construct a trinity teaching system featuring "the depth of theory, the breadth of practice, and the warmth

of technology".

For example, we can use digital and intelligent technologies to reconstruct the teaching format: apply VR/AR to restore real scenarios of international events, enhance emotional resonance through "embodied cognition", and develop an AI-interactive case database. Based on student profiles, personalized cases can be pushed (e.g., engineering students focus on cases of technological breakthroughs, while liberal arts students emphasize the analysis of governance logic). Additionally, we can build a "Metaverse ideological and political classroom", allowing students to participate in "the Belt and Road" project negotiations in a virtual space and understand the concept of a Community with a Shared Future for Mankind.

We can also leverage big data to drive precision teaching: establish a monitoring system for students' ideological trends, identify cognitive blind spots (such as misunderstandings of the "dual carbon" policy) through classroom behavior data to dynamically adjust the focus of case teaching, and use natural language processing technology to analyze students' discussion texts and generate a "heat map of opinion collisions", which helps teachers grasp the difficulties in teaching.

In the future, ideological and political classrooms can break through the stereotype of "theoretical indoctrination" and build a three-dimensional teaching model of "case-driven, technology-empowered, and practice-deepened", truly realizing the goal of "writing papers on the land of the motherland and integrating principles into the pulse of the times".

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