
On the infiltration of subject teaching in international understanding education through examples

Chuangfeng Lin

Sichuan Engineering Vocational College

Abstract:The discipline of geography contains abundant resources for international understanding education and is an important carrier for carrying out international understanding education. In teaching, teachers should fully explore the theme of the subject based on its characteristics, select appropriate teaching resources, use appropriate situations and perspectives to penetrate international understanding education, enhance students' international understanding knowledge, enhance their international understanding ability, and promote the formation of international understanding values.

Keywords: International Understanding Education Discipline Teaching Infiltration

With the increasing frequency of international exchanges, international understanding education aimed at promoting world peace and cooperation is receiving high attention from countries around the world. The infiltration of international understanding education into subject teaching is the main way to implement international understanding education in China's secondary schools at present.

1.Reflection on the infiltration of international understanding education into high school geography teaching

International understanding education is an educational activity advocated by UNESCO, with values of understanding, peace, and coexistence, promoting people's resolution of conflicts and committed to world peace. Its purpose is to enhance mutual understanding and tolerance among people from different cultural backgrounds, races, religious beliefs, and regions, countries, and regions; Strengthen their mutual cooperation in order to jointly understand and address major common issues in the global society; Encourage everyone to understand themselves and others through a deeper understanding of the world, turning the actual interdependence into conscious solidarity and mutual assistance.

The Outline of the National Medium - and Long Term Education Reform and Development Plan (2010-2020) clearly proposes to "strengthen international understanding education and enhance students' understanding and comprehension of different countries and cultures.". The geography curriculum standards for ordinary high schools have clear requirements for international understanding education from the perspective of "cultivating the necessary geographical literacy of modern citizens". The "curriculum objectives" include emotional attitudes and values such as "understanding global environmental and development issues, understanding the value of international cooperation, and initially forming a correct global consciousness."

2.Practice of integrating international understanding education into high school geography teaching

The high school geography subject contains abundant resources for international understanding education and is an important carrier for carrying out international understanding education. Based on the analysis of international understanding education goals and the characteristics of high school geography, we have conducted extensive practice in teaching. We advocate fully exploring subject themes in teaching, selecting appropriate teaching resources,

infiltrating international understanding education with appropriate contexts and perspectives, enhancing students' international understanding knowledge, enhancing their international understanding ability, and paying attention to their participation experience, promoting the formation of international understanding values, and integrating the concept of international understanding education into subject teaching.

2.1 Fully tap into subject themes and select appropriate teaching resources

International understanding education is achieved through subject teaching as a carrier, and it is necessary to fully explore interdisciplinary themes, especially the intersection of subject content and international understanding education content, select appropriate teaching resources, and organically integrate the two.

Case: In the teaching process of "Population Changes", the author raised a question: Why do different countries have different population policies? Student discussion analysis suggests that different countries have different population conditions, population issues, cultural and religious backgrounds, and different attitudes towards marriage and childbirth. Therefore, different countries have different population policies, which helps to understand why most developed countries do not need to adopt family planning, and even encourage childbirth and immigration. Therefore, why China still needs to implement moderate population planning policies to this day.

A similar case is in the teaching of "The Formation and Development of Agricultural Regional Types", where students are asked to think about why monsoon paddy field agriculture is mainly distributed in East Asia, Southeast Asia, and South Asia? Why are there significant differences in production methods and characteristics between China and the United States when it comes to rice cultivation? Why are the regions with developed dairy and livestock industries mainly in Europe and America? By analyzing and comparing the differences in natural conditions, dietary habits, and cultures between the East and the West, we can understand why the production objects, methods, and demands of agricultural products are also different in agriculture.

The above cases are to varying degrees consistent with international understanding education and can serve as the driving force for implementing international understanding education. There are still many such cases in the textbooks, and teachers should analyze and explore the textbooks in depth, and develop teaching resources suitable for infiltrating international understanding education from multiple perspectives.

2.2 Using appropriate contexts and perspectives to enhance the effectiveness of infiltration education

Integrating international understanding education into subject teaching, subject teaching is explicit educational content, while international understanding education serves as implicit clues. Therefore, in teaching, it is necessary to use appropriate contexts and perspectives to enhance the dual effectiveness of explicit and implicit education.

Case: In the teaching of "Comprehensive Improvement of the Tennessee River Basin", the author designed an activity through video resources - "Dialogue between European and Chinese Rivers": European rivers have gone through the stage of resource development and entered the era of leisure aesthetics (showcasing the Rhine River video of "Leisure Era"). China's rivers are entering the peak period of resource development. Today, there are more than 100 high dams over 60 meters in China, and dams are being built on the rivers. Countless small power stations are also starting construction on those "clear hometown rivers" (showcasing the cascade development of the Hongshui River)... Then, the question is raised: How should we view river

development? How to locate the relationship between humans and rivers? In this context, the development and utilization of natural resources, reflection on the relationship between humans and the environment, and the educational concept of sustainable development are explicit educational contents and core issues that geography has always been concerned about. The geographical concept advocates that human civilization must follow the path of sustainable development and restore harmony and balance between humans and nature, as well as between spirit and material. This coincides with international understanding education, as it has always emphasized and implemented the concept of sustainable development. Therefore, through this activity, both the cultivation of disciplinary values and the infiltration of international understanding education have been achieved, achieving dual results.

2.3 Pay attention to students' participation experience and promote the formation of international understanding values

The basic method of conceptual education emphasizes experiencing through participation, that is, using teaching content and activities as carriers, guiding students to participate in specific processes, experiencing international understanding values, and infiltrating international understanding education. Therefore, in the infiltration of subject teaching, teachers should allow students to fully participate and pay attention to their experiences in participation and the influence of peer assistance.

Case: In the teaching of "Development and Protection of Tropical Rainforests", the author designed a role-playing activity to guide students to play different roles (indigenous residents, Brazilian government officials, owners of commercial logging companies, government officials from developed countries, members of international environmental organizations, naturalists). Students were asked to think about the dilemma of rainforest development and protection from their respective perspectives, and to elaborate on their respective perspectives and reasons. Through debate and communication, students have gained insights and enhanced the relevant concepts and values of international understanding education - learning skills, behavioral norms, and establishing common human values in communication with people from other countries; Learn to correctly analyze and anticipate the political and economic development status of other countries and their impact on domestic development; Being able to cooperate with people from all over the world while developing oneself, and shoulder the responsibility and obligation of being a citizen of the Earth. Through role-playing by classmates and peer influence, it promotes the initial formation of international understanding values.

Geography is a comprehensive discipline, and it is also a discipline with an international perspective. Therefore, integrating international understanding education into geography teaching is not only an important feature of subject teaching, but also an inevitable demand of the development of the times. This is of great significance for better exerting the social value and application function of geography and cultivating the necessary comprehensive literacy of modern citizens.

References:

[1] Zhang Xiaojing and Jiang Jinghui A survey report on employment attitudes of master's students majoring in Chinese International Education - Taking 2010 students from Central China Normal University as an example. *Huazhong Humanities Collection*, 2012 (3)

[2] Zhang Hesheng. A Review and Outlook on the Training of Master's Degree in Chinese International Education. *Collected Works on Talent Training in Chinese International Education*

(Volume 1) Peking University Press, 2008.