

Original Article

Research on the Literacy of Chinese College Teachers from the Perspective of Ecological Civilization

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Abstract - *The transformation of the main contradiction in Chinese society and the construction of beautiful China required Chinese higher education to cultivate high-quality talents. Therefore, as the main body of higher education implementation, teachers not only needed to have profound professional knowledge, but also strong abilities to accept and apply new knowledge. The education of ecological civilization ideology in the new era was one of the hot topics in current Chinese higher education research, and it was also the main direction of curriculum ideological and political construction. How to organically integrate theories related to ecological civilization into daily professional course teaching and cultivate students' awareness of ecological civilization has become a focus of attention for college teachers. On the basis of analyzing the existing problems in the current development of ecological civilization education in Chinese colleges, this article discusses how to improve the literacy of Chinese college teachers.*

Keywords - *Ecological civilization, Quality education, Ecological education, Teaching reform, Chinese higher education.*

1. Introduction

The construction of ecological civilization had been incorporated into China's overall strategic layout and was considered the foundation. With the transformation of the main contradiction in Chinese society, how to effectively build China into a prosperous, democratic, civilized, harmonious, and beautiful socialist modernized strong country by the middle of this century, ecological civilization construction played a key role, which was also the fundamental plan related to the sustainable development of China. The construction of ecological civilization was a long-term process, which cultivated people through the whole process of ecological civilization education. Therefore, the implementation of ecological civilization construction could not be separated from the national major plan of education.^[1] Through education, it firmly established the socialist ecological civilization concept, put knowledge into action, and promoted the formation of harmonious development between human and nature. At the same time, education could also provide human, intellectual, and spiritual support for the construction of ecological civilization. Based on the development of ecological governance and ecological civilization education in China, it could provide Chinese solutions and wisdom for the construction of ecological civilization in countries around the world.

In the process of ecological civilization construction, it was necessary to change people's understanding, attitude, and

behavior towards nature through universal ecological civilization education, and ecological civilization education in colleges was a key link in universal ecological civilization education.^[2] Contemporary college students were the backbone of China's socialist construction in the future. Through ecological civilization education in colleges, college students could firmly establish their awareness of ecological civilization, and effectively promote the organic integration of ecological civilization construction with economic, political, cultural, and social construction to cultivate and transport talents.

Greater productivity could be created by effectively linking basic education and higher education. Based on this, the Ministry of Education of China proposed to take the lead in improving the quality of talent cultivation and optimizing the structure of education layout, especially in the transitional stage of higher education, which links campus life with social life.

Although ideological and political courses related to ecological civilization education in Chinese colleges had been gradually launched and some colleges had achieved outstanding results, there were still some shortcomings and areas that needed to be improved from a national perspective. Therefore, how to carry out and popularize ecological civilization education with high quality was still a hot topic in the research of ideological and political education in colleges.



2. Analysis of the Current Status of Ecological Civilization Education in Chinese Colleges

In 2021, six departments, including the Ministry of Ecology and Environment and the Ministry of Education of China, issued the “Action Plan for Enhancing Citizens’ Ecological Civilization Awareness through ‘Beautiful China, I am an Actor’ (2021-2025)”, aiming to guide the whole society to firmly establish ecological civilization values and behavioral norms. In 2022, the Ministry of Education of China issued the “Implementation Plan for the Construction of a Green and Low-Carbon Development National Education System”, which clearly proposed to incorporate green and low-carbon into teaching activities in primary, secondary, and tertiary schools, and into the curriculum and textbooks of various stages of national education. However, the current situation of ecological civilization education in Chinese colleges was not optimistic, and the overall level could be summarized as uneven. Mainly reflected in the failure to effectively integrate ecological civilization education into the teaching system and form an organic whole. The teaching staff was weak, and the overall ecological environment awareness of teachers and students needed to be strengthened. Students’ subjectivity in learning about ecological civilization construction was not high, and their level of active participation was insufficient. In summary, it was mainly reflected in the following three aspects.

2.1. The Teaching System Lacked Systematicity and the Teaching Effect Was Not Ideal

The construction of a beautiful China required ecological civilization education, not only playing a fundamental and leading role in education, but also shouldering the historical responsibility of cultivating successors of the country-building cause of China, who possessed the concept and literacy of ecological civilization. It was necessary to fully implement the fundamental task of moral education and talent cultivation. Although colleges of China actively promoted changes in teaching philosophy, emphasizing ideological and political education in courses, changing teaching methods, fully utilizing online and offline teaching resources, combining teaching evaluation systems and effective teaching management, and integrating ecological civilization construction into the curriculum system and classroom teaching process. However, due to the teacher’s control over the curriculum and their own understanding ability, ideological and political elements were forcibly inserted into the curriculum system in some courses, which not only brought additional preparation burden to the teachers, but also failed to achieve the expected teaching effect in practice.

2.2. The Teaching Objectives Could Not Be Focused, and the Expected Goals of Teaching Were Not Achieved

Good courses and teaching effectiveness must have clear teaching objectives, and teachers should be able to meet this standard in the preparation and teaching process of

professional courses, thereby ensuring teaching quality and achieving expected teaching goals. With the addition of ecological civilization education ideological and political elements, new requirements have been put forward for teachers on how to incorporate ecological civilization ideological and political elements into the teaching process, and what kind of ideological and political elements could be inserted to ensure organic integration with the teaching content. On the premise of determining the teaching objectives of professional knowledge, it effectively realized the intangible transmission of ideological and political education, allowed students to receive ideological and political education invisibly, and subtly enhanced their ideological literacy.

However, in the actual teaching process, due to the low integration of ideological and political elements with professional knowledge and significant content deviations, it was difficult to effectively integrate the teaching objectives of professional knowledge and ideological and political education, resulting in unclear teaching objectives. The failure to target students’ actual needs and levels in teaching objectives has led to a disconnect between teaching behavior and actual needs, causing a situation of ideological and political education for ideological and political purposes.

This not only affected teaching effectiveness but also had a negative impact on students’ knowledge acceptance. If teachers cannot clearly articulate teaching objectives, both teachers and students may lose direction during the teaching process. As a result, students may not have a clear understanding of the key points and requirements of the course learning, thus failing to achieve the expected teaching objectives, and students may not truly master the required knowledge and skills.

2.3. The Knowledge Structure of Teachers Needs to Be Further Integrated, and the Ecological Civilization Literacy Needs to Be Further Improved

An education that satisfies the people must be of high quality, which requires a high-quality education system to support it. At the same time, there must be a high-quality teaching staff capable of managing this education system to implement educational and teaching tasks. High-quality teaching staff not only referred to teachers with profound professional knowledge, but also needed to have the ability to quickly accept new knowledge, effectively integrate it with professional knowledge, and carry out classroom teaching to achieve the goal of educating and nurturing students.

The phrase ‘to give students a cup of water and teachers must have a bucket of water’ that was often said was no longer sufficient to describe the speed of knowledge development. The water that teachers possess must be a flowing stream with infinite tributaries, a living water with a source, which requires teachers to have the ability to learn continuously.

3. Ways to Improve Ecological Civilization Literacy of College Teachers of China

Building a high-quality ecological civilization education system was the foundation of higher education and a necessary condition for providing satisfactory answers to the questions of the times and the people.^[3] As the implementers of higher education, the first thing higher education practitioners should do is to strengthen their own learning. Against the backdrop of the transformation of the main contradiction in Chinese society, they should firmly grasp the education policy in the context of the development of the new era, and deeply understand what kind of high-quality talents the country needs in the new era.

This required teachers not only to identify the target tasks, but also to conduct detailed research based on the characteristics and development needs of students, without making generalizations, and ensuring that their minds were armed with advanced, scientific, Chinese characteristics, and culturally confident educational ideas. Ensured that educational and teaching practices were ideologically supported, that the concept of independent talent cultivation in higher education was consistently upheld. To achieve this educational goal, the following points should be addressed well.

3.1. Comprehensively Promoted the Construction of the Teaching Staff for Ecological Civilization Education

High-quality education must be implemented by high-level teachers, so the construction of a high-level teaching staff team must be placed in a prominent position.^[4] Based on the important directive spirit of ‘strengthening education must first strengthen teachers’ and ‘strengthening the construction of the teacher team as the most important foundation work for building an education powerhouse’, expanding and improving the quality of teachers would inevitably put forward the teacher guarantee. Colleges should independently design work ideas to improve the level of teachers who meet the requirements of the new era.

They should implement a mechanism for the development of all teachers to ensure the quality of education can meet the requirements of enriching the connotation and improving the quality of education in the new era and new journey. At the same time, the teachers should make full use of the rapidly developing benefits of information technology for education and teaching, actively to absorb advanced educational concepts and excellent teaching cases on resource sharing platforms, and utilizing abundant high-quality teaching resources on the platform, comprehensively creating a “anytime, anywhere, anytime” learning atmosphere for teachers, continuously strengthen and expand application functions, enhance application training, and provide strong support for promoting personalized learning, whole staff learning, and lifelong learning for teachers.^[5]

3.2. Strengthen the Ability of Teachers to Receive Education and Impart Knowledge

Firstly, educators must receive good systematic education and training in order to become educators and guider for the healthy growth of college students. Especially in the college stage, college students have strong self-learning abilities and are more likely to accept new things. Building a high-level teacher guarantee mechanism for college teaching, expanding and improving the quality of counselors and homeroom teachers in the new era of higher education, were of great significance for carrying out ecological civilization education. To meet the needs of ecological civilization education in the new era, it was necessary to timely introduce an ecological civilization teacher certification system that was suitable for the development needs of the times. By establishing standardized training standards for college teachers, teachers could consciously integrate ecological civilization education into the entire process of school education, and thus serve various aspects such as teaching, scientific research, and society.

At the same time, teachers themselves needed to continuously improve their professional knowledge level, accept innovative achievements brought by new technological developments, and use the knowledge revolution brought by interdisciplinary collaboration to innovate their teaching models.^[6] As the executor of the teaching system, the implementer of teaching objectives and tasks, teachers played a crucial role in the entire education chain. In other words, the improvement of teachers’ own literacy was a key link in education and teaching. The ecological civilization education system would be scientifically designed by improving the cognitive level of teachers. Based on the investigation of students’ characteristics, the teaching content between different subjects and courses could be organically connected, clarifying the educational focus and ecological civilization education emphasis. Through effective knowledge transmission ability, the formation and improvement of the ecological civilization literacy of the whole nation could be promoted.

3.3 Emphasize the Importance of Ecological Civilization Education in Practical Teaching

In class, the content of ecological civilization practice in curriculum construction and curriculum standard revision should be strengthened, and the integration of ecological civilization practice education into textbooks, classrooms, and students’ minds should be promoted. Outside of class, combining ecological system transformation demonstration sites and cultural landscape construction ecological civilization practice education bases, students could feel the benefits brought by ecological civilization construction through sensory and on-site education, which enhanced their sense of identity in ecological civilization awareness, improved their scientific literacy in ecological civilization, and cultivated their environmental protection social morality

and environmental ethics. Therefore, colleges should actively strengthen the education of ecological civilization behavior, support and lead college students to participate in practical internships for ecological civilization construction, and externalize college students' ecological civilization awareness in practice.

4. Conclusion

The nature of the ecological environment determined that ecological civilization education in colleges was an eternal theme, and it was also a theme that was constantly updated with the development of the times. To promote ecological civilization education in colleges, guiding standards should be introduced at the national level. Colleges continuously strengthen the cultivation of teaching staff in accordance with

relevant regulations, thereby effectively promoting and improving the implementation of ecological civilization education. The implementation of the constantly evolving ecological civilization education concept has put forward high requirements for the quality of college teachers, requiring them to continuously strengthen their ability to consciously and actively learning.

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