

Discussion on the Necessity and Ways of Developing Religious Education in Middle School Ideological and Political Theory Courses Against the Background of Multiculturalism*

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Abstract—Under the influence of multiculturalism, the degree of recognition of religion among middle school students has increased, and their beliefs have become an important social issue. To do a good job in the education and guidance of middle school students' religious beliefs is of great significance for strengthening their political beliefs, safeguarding their mental and physical health, cultivating outstanding talents, and even maintaining social stability and the realization of the Chinese dream. Combining the teaching of ideological and political theory with the practice of student management, this paper discusses the necessity of carrying out religious knowledge education in the middle school stage, and at the same time puts forward targeted measures to improve the religious guidance and science knowledge education for middle school students, enrich the content of religious and scientific belief education, and effectively enhance the pertinence and timeliness of belief education and publicity.

Keywords—middle school students; religious knowledge; belief

I. INTRODUCTION

With the impact of multiculturalism, the openness of society, the influence of the Internet, the impact of some phenomena that are difficult to explain by science, and the pressures of further studies, exams, interpersonal relationships, etc., the "religious heat of campus" at all levels and schools is heating up. The number of students in various colleges and universities who have a positive attitude toward religion has increased year by year [1]. It should be pointed out that there are not many students who truly believe in religion. Even among ethnic minority students with religious belief culture, there are only a few religious beliefs, but quite a few students believe in "samsara", "karma", accept the religious concept of religion, and even believe in the constellation, the influence of blood type on fate, Tarot cards,

fortune telling and other superstitions. They are not religious beliefs, but a kind of belief, acceptance, that is, willing to accept religion. They are also willing to guide their behavior to a certain extent according to religious concepts, but they are not religious or converted to religion [2]. If students can understand religion and religion from the perspectives of culture and history, instead of understanding religion through conversion, this will also help students improve their humanities and establish scientific beliefs. It also has a certain value in cultivating students' outlook on life and death. However, the dominant thinking of China's ideological and political education system is "atheism". In the education related to religion, it is either ignorant of religion, too mysterious, or emphasizes that "religion is a tool for the ruling class to fool the ruling class" and is too repulsive to religion. Whether they are college students or middle school students, their social experience is limited. Their outlook on life, world outlook, and values have not yet been fully stereotyped. At this stage, they are in the adolescence state of emotional instability, easy to go to extremes, eager for independence, rebellion, and subjective thinking. If there is no correct guidance on the concept of religion, it is easy to misunderstand, misunderstand, and even improper beliefs on the basis of mystical religion. At present, there have been reports of students' mistakes in understanding the extreme events of religion. How to carry out appropriate scientific belief education in the education process is worth thinking about by educators. Relatively speaking, college students' personality and thinking style are relatively mature. It is generally effective for college students who have already developed religious beliefs. However, some studies have shown that college students' knowledge of religion mostly stems from past experiences and accepted beliefs [3], which also reminds us that it is of great significance to establish appropriate religious education in the middle school stage to establish a scientific belief concept, establish a "atheism" thinking, and establish a future outlook on life, world outlook and values.

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II. THE NECESSITY OF CARRYING OUT RELIGIOUS EDUCATION IN THE MIDDLE SCHOOL STAGE

A. *Lack of Religious Knowledge Education in Middle School*

There is less knowledge about religion in China's ideological and political education. Anything that involves religion in the teaching process is based on the phrase "need to insist on atheism", "religion is a superstitious activity, and it is the opium for anesthetized working people". However, the rituals of religion, culture, doctrine, history, and even the basic knowledge of religion and religious activities are rarely involved. Many students' knowledge of religion often comes from other ways, and even some middle school students said that their knowledge of Taoism, Buddhism and other knowledge actually came from the "Pilgrimage to the West". Psychology believes that the more mysterious things are more attractive to adolescent students, and the more rebellious students at this stage, the more degrading the mainstream ideological and political education, the more attractive they are to them, the easier it is to make them Focus on the influence of mysterious forces such as religion. Under this circumstance, if there is a lack of reasonable scientific knowledge education and belief guidance in the school education process, it is easy to make middle school students interested in certain religious concepts driven by curiosity. Middle school students in unfair events are more likely to resonate with certain concepts of equality and social idealization in religion.

B. *The Academic Pressure in the Middle School Is Too High, with the Mental Health Education in Absence*

Due to the academic pressures such as the senior high school entrance examination and the college entrance examination, the mental health status of middle school students in China is not optimistic. However, due to the lack of long-term mental health knowledge propaganda in China and the existence of prejudice against mental disorders in various sectors of society, a considerable number of people have prejudice against psychological counseling and mental health education, and believe that seeking for psychological counseling is equivalent to having mental disorders [4]. In this context, all kinds of supernatural beliefs such as superstition and religion can provide psychological comfort to middle school students to a certain extent. In these concepts, the gods are omnipresent and omnipotent. This can indeed make relatively certain and acceptable choices for middle school students who have psychological contradictions and cannot make choices (such as the will and arrangement of the gods, the suffering of the God, etc.). Therefore, in the current stage of academic pressure, psychological counseling and mental health education, if religious knowledge and scientific belief education are not carried out in ideological and political education, it is easy for some middle school students who lack firm belief to be attracted by mystical religion, taking it as a kind of sustenance or comfort and even developing into distorted and wrong beliefs.

C. *Traditional Belief Education Still Needs Reform and Further Strengthening*

At present, the most systematic belief education in middle school in China should belong to ideological and political education. But it should be acknowledged that under the influence of multiculturalism, traditional Marxist education and beliefs have faced major challenges. For example, under the influence of Western culture, middle school students will not understand or even have doubts about China's ideological and political education, such as "why is there are few socialist countries now, and most of the economy is still underdeveloped". At present, most of the ideological and political education in the middle school period is taught by teachers' theory teaching and students' hardship memories to cope with various types of examinations. This method is difficult for middle school students to recognize these beliefs, but will be reversed because of increasing the amount of reciting. In addition, the reports of corruption and ideological decline of a small number of party members and cadres will also make middle school students in the adolescent stage of rebellious psychology think that communist beliefs are "different in appearance." The pursuit of humanity in all kinds of religions, the emphasis on personal moral cultivation, and the pursuit of an ideal society are more likely to make the middle school students accept and resonate than communist beliefs. In China's education that is still in the examination-oriented stage, the illusory religion can play a substitute role in the pursuit of ideals, morality and belief to middle school students. This also has to let people reflect on the current lack of attractiveness of ideological and political education to middle school students.

D. *The Negative Impact of New Media Such as the Internet*

China has entered a networked society. Under the influence of new media such as the mobile Internet, although it has brought convenience to the information acquisition of middle school students, it has also had a negative impact on the belief [5]. Compared with the preaching in reality, all kinds of religions are more permeable and more difficult to manage through online channels such as post Bar, WeChat Public Account, Weibo to develop middle school student followers, hold ritualized behavior and spread doctrine. However, middle school students still lack the ability to filter information in the network. The ability to identify religions and even cults needs to be further strengthened. Therefore, in the information-based society, it is also necessary to carry out religious education in secondary schools to help middle school students master the skills of identifying religions and cults, and improve the ability to filter inappropriate information.

III. SUGGESTIONS AND COUNTERMEASURES FOR DEVELOPING RELIGIOUS EDUCATION IN MIDDLE SCHOOL

A. *Integrating Religious Science Knowledge into Ideological and Political Education Classes*

Due to China's education model, it is not realistic to offer religious knowledge courses in the middle school stage. A

more reasonable way is to integrate religious knowledge into the ideological and political education curriculum. For example, in the religious content of China and the teaching content of religious policies, it briefly introduces the characteristics of various religions, religious teachings, number of believers and regional distribution, religious culture and history, and differences between cults, feudal superstitions and general religious beliefs. By adding religious knowledge to political teaching, teachers can not only let the middle school students understand the basic knowledge of religion, but also eliminate the mystery. They can also communicate and discuss with the middle school students in the formal classroom to better help them understand the advantages and disadvantages of religious beliefs, avoid them from getting the wrong religious knowledge from inappropriate ways, and it is also possible to recognize the illusory nature of religion to a certain extent by contrasting with the belief in science and further establish the concept of scientific belief.

B. Respecting the Facts of Various Beliefs in the Current Society, and Educating Middle School Students to Treat Religious Beliefs Tolerantly

Traditional ideological and political education often criticizes students' belief in religion. However, under the influence of multiculturalism and the stage of social transformation, there are still quite a few people who believe in various religions, such as parents and relatives of middle school students, and even for family reasons, some middle school students believe in a religion from an early age. Under this situation, ideological and political education simply requires that people cannot believe in religion, or that they must strengthen communist beliefs which cannot solve real problems.

In the society, Buddhist temples, Taoist temples, churches and other religious institutions have many believers. Even the influence of feng shui, fortune telling and other superstitious activities will make middle school students think that there are more people who believe in religion than those who insist on scientific belief. For the above reasons, if only the "atheistic belief" is a trend in the ideological and political education, it will be easy to cause middle school students to be confused. "There are still quite a lot of people in society still believe in the gods". Instead, this will cause them to think that this kind of preaching teaching is not convincing, and that they agree with certain theories and concepts of religion. Therefore, in the process of teaching, "political beliefs" and "religious beliefs" cannot be simply taken as being opposite [6], and a relatively loose belief education system should be created. Religion itself cannot be simply regarded as "tools" and "spiritual opium". To comprehensively discuss the advantages and disadvantages of religious belief in reality and its impact on the spiritual aspects of believers, and to "secularize" such supernatural beliefs as religion and gods in the hearts of middle school students, can instead reduce their curiosity about religion and further make them treat such supernatural beliefs in a scientific manner.

C. Further Strengthening the Education of Ideals and Beliefs of Middle School Students, and Attaching Importance to Student Participation and Experiential Teaching

Being able to effectively carry out scientific belief education at all levels of schools and help students establish a firm ideal and belief is the most fundamental and effective way to solve the misunderstanding and misrepresentation of middle school students. But in the middle school stage, the main way of educating the science of faith is the education of ideological and political theory. At present, there are too many theoretical lectures and relatively boring content in the teaching process of ideological and political theory courses. The teaching methods are close to the didactic approach education and rote learning points. As a result, the teaching effect is lacking, and students' enthusiasm for learning is not high. They only deal with all kinds of examinations at all levels, and there are still some shortcomings in strengthening ideals and beliefs. Therefore, in the future, the development of ideals and beliefs in secondary schools should focus on participatory and experiential teaching methods, and reduce the simple theoretical "didactic approach" teaching. For example, teachers can encourage student speech contests or student group discussions in the ideological and political theory class to give speeches, regularly organize into martyrs cemetery, memorial halls, children's rehabilitation centers, nursing homes, military, fire brigades, prisons, etc. to visit, exchange, and organize middle school student volunteer service teams. Regularly go to the community and the village to carry out cultural propaganda and other methods to enhance the understanding and responsibility of middle school students on ideals and beliefs. Through the combination of theory and practice, the students can truly understand the communist beliefs, service consciousness and responsibility consciousness, and further understand the differences between the doctrines of religion and communist beliefs. They can adhere to their own ideals and beliefs under the influence of future multiculturalism, make correct choices and judgments, and gradually establish a faith in life that is meaningful to society.

D. The Education Department Strengthens Network Supervision and Management, and Launches a New Carrier for the Promotion of Network Science and Religious Views

In view of the huge impact of the current network on the ideals and beliefs of middle school students, it has become the main carrier of the values of middle school students. Various formal religions and even feudal superstitions have also adopted the network as a new propaganda channel. In this context, the education sector must seize the theoretical propaganda position of scientific beliefs in the Internet era. First of all, schools should provide religious knowledge and cultural propaganda, the distinction between cults and formal religions, the state's rules and regulations on religious beliefs, religious missions, Marxist religious views, feudal superstitions, and other means of cults and false religions, and even the methods and methods of pyramid schemes, such as the WeChat public account, website, and forums of

special science. Particular attention should be paid to collecting and answering the actual cases of distorted beliefs. Secondly, the relevant departments should do a good job of monitoring the network, and identify the religious websites and superstitions such as superstitions, cults, and pyramid schemes. The school must also do a good job in identifying the bad information of middle school students. Third, if there are conditions, secondary schools should promote network courses such as online group schools, online volunteer services, religious science and cultural introductions, and party history as much as possible to collect middle school students' questions about religion or belief and answer them in time. In the stage, the new media methods accepted by the students will carry out relevant education, timely grasp their thoughts and beliefs, and combine the school classroom education and the second classroom to achieve the goal of strengthening the scientific belief of middle school students.

IV. CONCLUSION

Middle school students are the future builders of our country. Their attitudes and beliefs about religion directly determine the pursuit of future national social values and beliefs. In current society, it is not suitable to evaluate religious beliefs with simple right or wrong, nor is it suitable to adopt the past "mystery" and "derogation" of religion to prevent students from pursuing supernatural phenomena such as religion and superstition. It is more meaningful to cultivate a way of thinking in the scientific belief of middle school students, to have a rational and scientific understanding of religion and to gradually establish a scientific nature. Only by carrying out religious knowledge and scientific belief education to help middle school students understand these problems correctly and objectively can they form a scientific understanding of religion so that they can choose whether or not to believe in religion in the future, rather than blindly, without falling into the wrong faith. Strengthening the education of science beliefs for middle school students and carrying out education on religious knowledge are of great significance for cultivating outstanding talents with firm ideals and convictions, the great rejuvenation of the Chinese nation, and the realization of the Chinese dream.

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