



The Logic and Path Selection of Patriotism Education Integrating into Junior Middle School History Education -From the Perspective of Endogenous Education

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Abstract. Under the background of the new era, patriotism education, as an important part of the fundamental task of moral education, is gradually moving towards curriculum institutionalization and systematic development. The promulgation of Patriotism Education Law of People's Republic of China indicates that the national level attaches great importance to the ideological and political education of teenagers. In this context, how to effectively integrate patriotism education into junior high school history curriculum has become a key issue to enhance the educational function of the curriculum. Based on the theory of endogenous education, and through the practical experience of some countries, like China and the United States, this paper analyzes the current situation and difficulties of patriotism education in junior high school history education in China, focusing on how to improve the effectiveness of patriotism education by stimulating students' learning drive, optimizing teaching design and innovating teaching methods, in an attempt to provide theoretical reference and suggestions for curriculum reform and educational practice.

Keywords: Patriotism education; junior high school history education; endogenous education; self-determination theory; internal drive

1 Introduction

Junior high school is a critical period for the gradual formation of students' values, and history is regarded as an important curriculum carrier for the implementation of patriotism education because of its unique value-bearing function. In recent years, the party and the state have attached great importance to patriotism education as an important part of implementing the fundamental task of cultivating virtue and nurturing talents. In 2024, the introduction of the Patriotism Education Law of People's Republic of China further promoted the institutionalization and curriculum of patriotism education [1]. However, the current research focuses on the curriculum teaching theory and the cultivation of students' historical literacy under China's traditional historical materialism, and less systematically discusses the integration mechanism between patriotism educa-

tion and history education, and also lacks experience reference and comparative analysis from an international perspective. Therefore, this paper will start from the practice of patriotism education at home and abroad, introduce the theoretical perspective of "endogenous education", and explore the logical way and path choice of patriotism education into junior high school history teaching, in order to provide theoretical support and practical reference for educational reform and curriculum integration.

2 Experience and Challenges of Patriotism Education in History Education: China's Practice and International Perspective

2.1 China's Practice: Patriotism Education in Junior High School History Curriculum Education

Patriotism education is an important part of the national strategy of cultivating virtue and nurturing talents in the new era [2], and history discipline is regarded as an important carrier of patriotism education because of its unique advantages of bearing national memory and inheriting national narrative [3]. In recent years, China has actively promoted the curriculum and systematic reform of patriotism education. The exploration in junior high school is mainly reflected in the practice of interdisciplinary integration and "collaborative education" mode. For example, there are attempts to integrate the content of party history with Chinese, politics, geography and other disciplines to enhance the systematization and immersion of the course [4]; There is also a linkage mechanism inside and outside the school to enhance the practical effectiveness of education [5].

Although the above reforms have made some progress, the implementation of patriotism education in junior middle school history classroom still faces multiple challenges in curriculum design, teaching implementation and learning effectiveness. First of all, the current junior high school history curriculum emphasizes grand narrative, and lacks situational design close to students' life experience, which is difficult to arouse students' interest and resonance. The teaching method is mainly based on knowledge teaching and indoctrination, lacking interaction and inquiry, which leads to insufficient classroom vitality and low student participation [6]. At the same time, some teachers have vague goals and single methods in the teaching process, and lack teaching strategies based on the perspective of students' development, so it's difficult to meet the teaching effect goal [7]. Secondly, the compilation of junior high school history textbooks emphasizes the guidance of solid traditional historical materialism, pays attention to the cultivation of historical core literacy and the transmission of values such as ethnic view, historical view and national view, but lacks theoretical guidance in stimulating students' intrinsic learning motivation, and the teaching concept is relatively backward [8]. Finally, the emotional transformation effect of patriotism education in actual history teaching is not ideal. According to a survey of Xinhua Middle School in Shenzhen, junior high school students have a weak grasp of basic historical facts and insufficient cognitive interest in national policies and actual events, which reflects that

patriotic education in the classroom has failed to effectively promote the formation of students' national identity and sense of responsibility [9]. To sum up, the effective implementation of patriotism education in junior high school history curriculum needs to be systematically optimized in terms of course content, teaching methods and students' identity [10], especially how to stimulate students' inner interest and identity motivation in the classroom has become the key to improving the effectiveness of education.

2.2 International Experience: the Value Construction of Patriotism in History Education

On a global scale, many countries regard history education as an important tool for national identity and patriotism education. Britain, the United States and Israel exhibit their own historical education models under different cultural and institutional backgrounds, which has certain enlightenment for China's teaching reform. As a multi-ethnic country, Britain's history education is widely used to safeguard national unity and cultural identity. In order to enhance students' understanding of "Britishness", the government has set up the theme module "Identity and Diversity [11]: Living together in Britain" in the curriculum, emphasizing that students of different ethnic groups need to understand British history and core values. This curriculum design attempts to construct a common identity on the basis of respecting multiculturalism, and shows the important function of history curriculum as a value adhesive. American history education highlights the function of constructing national superiority and screening values. Its textbooks often emphasize the founding spirit, institutional advantages and national heroes of the United States, and highlight the historical narrative of "American exceptionalism" by comparing the historical development paths of different countries [12]; This kind of education focuses on strengthening students' cultural identity and institutional beliefs, and enhances students' sense of identity and pride in their country by shaping a positive national image. Israel has made an in-depth exploration in the integration of history and civic education. The middle school curriculum not only includes historical contents such as Jewish national rejuvenation and national construction, but also emphasizes that national responsibility, civic obligation and human rights awareness education help students to identify with their own nation and respect others [13].

From the above experience, it can be seen that the key to patriotism education lies in building an effective identification mechanism, rather than relying solely on content piling up or political propaganda. It is a universal goal of all countries to guide students to understand national development and perceive national destiny through history education, and to stimulate their inner feelings and value resonance in the process. Therefore, it is also a kind of reinforcement to combine patriotism with social responsibility to form the feelings of home and country with cosmopolitan tendency [14]. This educational idea, which is learner-centered and pays attention to motivation and internal construction, is also the core emphasized by the theory of "endogenous education", which has important enlightenment for the reform of history education in junior middle schools in China.

3 Theoretical Basis of Endogenous Education

3.1 The Basic Connotation of Endogenous Education

From the practice of strengthening national identity and deepening patriotic education in European and American countries, it can be observed that the learner-centered teaching concept-"endogenous education" has played a positive role in improving educational effectiveness and promoting emotional identity. Especially in the field of education facing the complex goal of identity construction, the traditional "spoon-feeding" teaching and one-way indoctrination mode can no longer meet the needs of students' active understanding, emotional resonance and value internalization. To achieve the goal of "cultivating virtue and nurturing talents" in the new era, it is urgent to turn to an educational model that pays more attention to students' subjectivity, that is, starting from students' interests, respecting their differences and guiding them to actively participate and build themselves. "Endogenous education" emphasizes the teaching idea that educational activities start from the internal needs of learners and attach importance to the process of stimulating learning motivation and independent participation [15]. As an educational concept oriented to students' learning motivation and value construction, endogenous education does not rely on a single standard or knowledge infusion, but advocates guiding students to discover and construct knowledge in real situations in order to realize the unity of cognition, emotion and value.

3.2 The Theoretical Basis and Educational Value of Endogenous Driving Force

The core mechanism of endogenous education is the intrinsic motivation of learners. According to the self-determination theory[16], when individuals gain autonomy, competence and relatedness in learning situations, they will have sustained and deep learning motivation. As far as the history class is concerned, students can only turn their interest in history into emotional identification and responsibility for the country when they can actively choose the theme to explore, experience the sense of accomplishment in mastering knowledge, and feel the emotional connection with their peers, countries and ethnic narratives. Therefore, the stimulation of endogenous driving force not only promotes cognitive input, but also promotes the internalization of emotion and value, so it is regarded as an indispensable and important foundation of values education.

3.3 Assessment Method of Endogenous Education

Formative assessment [17] is regarded as a process of collecting students' understanding evidence and supporting learning accordingly. The formative application of assessment information is very important, which requires that assessment can provide detailed information about students' understanding of established learning goals, identify weak links, and track students' learning progress [18]. The collected information can not only be used as feedback for teachers to adjust teaching to meet learning needs, but also as formative feedback for students. Therefore, formative feedback not only pays attention

to students' actual understanding level and learning progress (emphasizing time reference standard), but also focuses on guiding how to promote follow-up learning strategies [19]. To make formative assessment strategies really work, students must make good use of the feedback and guidance provided by teachers. Therefore, in the implementation of formative assessment, an important goal is to encourage students to take the initiative to take the responsibility of self-learning by letting them know the transparency of the assessment process and creating a constructive learning atmosphere that regards mistakes as valuable information [20]. Therefore, compared with external evaluation which emphasizes standardization, endogenous education evaluation can stimulate students' initiative and reflective ability, reduce the resistance and rebellious psychology caused by compulsory indoctrination, and guide students' self-adjustment and goal reconstruction with formative feedback.

3.4 Summary: Why Choose Endogenous Education as the Path of Value Education

Endogenous education not only emphasizes ability development in cognitive goals, but also emphasizes value resonance in emotional goals. The "internal-to-external" learning path advocated by it can effectively improve students' comprehensive literacy and self-growth ability, and it is also in line with the goal of "all-round development of people" in the core literacy of Chinese students [21] (as shown in Figure 1). In the history teaching with patriotism as the core content, if students can gradually realize the understanding and recognition of national history from their own interests in situational inquiry, it will be more likely to realize the educational transformation from "understanding the country" to "recognizing the country". This is the theoretical basis and practical value of endogenous education as an important path of patriotism education.



Fig. 1. Chinese students' core literacy development

4 The Logic of Integrating Patriotism Education into Junior High School History Education

4.1 Challenges in the Information Age and Innovation in Values Education

Under the background of globalization and information technology, patriotism education is highly valued in all countries. The fragmentation, diversification and immediacy of information dissemination make teenagers face complex value conflicts and identity confusion. In this environment, the traditional patriotic education model, which mainly focuses on indoctrination, is increasingly showing problems such as insufficient appeal and limited identity transformation. Therefore, how to realize the idea innovation and path reconstruction of patriotic education in the era of accelerated information flow and diverse cognitive methods has become an important topic of educational reform in the new era.

4.2 The Exploration of China and the United States

In China, the strategy of "strengthening the country through education" clearly promotes patriotism education as the core content. The Patriotism Education Law of the People's Republic of China, which was implemented in 2024, not only reflects the great attention of the national system [22], but also marks that patriotism education has moved from propaganda slogan to curriculum and institutionalization. From the perspective of curriculum implementation, in recent years, China has actively promoted the deep integration of patriotism education and junior high school curriculum, which not only strengthens the ideological connotation of history, but also makes patriotism education more coherent and relevant to life [23]. Among them, history has become an important carrier of patriotism education because of its unique function of bearing national memory and transmitting national narrative. Compared with direct political preaching, history education is narrative, situational and humanistic, which can stimulate students' interest in historical events and figures and guide them to form emotional resonance and identity in understanding the development of the country. As an important stage of the enlightenment of students' national concept, junior high school history curriculum should not only impart knowledge, but also undertake the task of value shaping.

At the same time, the United States also attaches great importance to cultivating national identity through history education. Take the Trump administration as an example. During its tenure, it proposed a number of measures to strengthen the patriotic awareness of young people. For example, the establishment of the "1776 Advisory Committee" to promote the teaching of American history and constitution; Formulate the "President's 1776 Award" to commend students' achievements in learning the history of the founding of the country; On September 17th every year, federally-funded schools are required to carry out constitutional education; Support American history and civic education programs through federal resources. These measures are intended to reshape the national image through "positive narrative" and strengthen young people's recognition of the founding concept and institutional value of the United States

[24]. Although there are differences in system design and cultural traditions between China and the United States, we realize that history education plays an irreplaceable role in promoting national identity, and both of them are shifting from "knowledge imparting" to "emotional arousal" and "value guidance". This turn is not only the renewal of educational content, but also the reconstruction of educational logic.

4.3 Endogenous Education: A Bridge Between History Education and Patriotism Education

In this context, how to make students really participate in history study and national narrative has become the key to achieve the effect of patriotism education. Only when students feel independent choice, cognitive challenge and emotional closeness in their study can they turn their interest in history into national identity. Therefore, to truly integrate patriotism education into junior high school history class, we should not only rely on the stacking of teaching materials or the preaching of teachers' ideas, but also guide students to understand national development in participation and form value identity in experience through situational construction, game design and emotional stimulation. This transformation process is the mechanism basis provided by the endogenous education concept, and it also provides theoretical support and logical direction for the path selection of patriotic education.

5 The Path Choice of Patriotism Education into Junior High School History Education: to Stimulate Students' Internal Drive

5.1 Curriculum Design: From Indoctrination to Internal Drive Excitation

Traditional history courses are mainly taught by teachers, and the teaching goal is to instill knowledge, which easily leads to insufficient participation of students. In order to enhance the appeal of patriotism education, the curriculum reform should take "stimulating internal drive" as the core principle and re-examine the teaching objectives and content design. On the one hand, the curriculum should combine the needs of students' development, embed patriotic content with humanistic temperature and reality, such as key figures and events in the process of China's modern national rejuvenation, so that students can have emotional resonance on the basis of cognition. On the other hand, the curriculum should strengthen students' independent participation, such as designing special projects such as "Exploring the Red History of Hometown" and "Stories of Heroes around Us", and guide students to construct historical identity in independent topic selection, data collection and achievement display, so as to realize the educational transformation "from interest to identity".

5.2 Teaching Methods: From Knowledge input to Situation Generation

The innovation of teaching methods is an important guarantee to realize the curriculum objectives. Endogenous education emphasizes that teachers should construct real and vivid historical situations and guide students to participate in the learning process in an immersive way. Specifically, situational teaching strategies can be adopted—for example, setting up historical role-playing such as "If you are Lin Zexu, how to deal with the opium problem"; Reconstruct the historical context by using first-hand materials such as red video clips and historical letters; Organize virtual research activities of "Re-taking the Long March Road" to enhance students' historical empathy. In addition, artificial intelligence information technology can be used as a teaching aid to help students retrieve information and display results more efficiently, while technical formalism should also be avoided. More teaching energy should be focused on students' knowledge construction and emotional input.

5.3 "Question-Thinking Teaching": Stimulate Cognitive Conflict and Sense of Responsibility

Question-thinking teaching is an important means to stimulate students' cognitive driving force [25]. In the history class, teachers can set open questions around the core theme, such as: "Why didn't China give up resistance after the Nanjing Massacre?" "How should young people in China today understand 'patriotism'". This kind of questions not only promotes students' deep understanding of historical facts, but also causes reflection on the relationship between country, nation and self. By organizing students to discuss in groups, analyzing historical materials and debating opinions, teachers will gradually guide them from "what" to "why" and then to "how should I act", so as to realize the transition from cognitive participation to emotional identification, and then internalize it into responsibility.

6 Conclusion

Integrating patriotism education into junior high school history teaching organically is an important direction of educational concept innovation and practical exploration in the new era. By stimulating students' learning drive and guiding them to establish national identity and ethnic emotion in historical cognition, it not only enhances the emotional value of history teaching, but also expands the implementation path of patriotism education. Practical experience shows that only by taking students as the main body and aiming at stimulating internal identity can we realize the two-way empowerment of patriotism education and junior high school history education and push the education process from "external indoctrination" to "internal identity". In the future, the improvement of discipline collaboration and evaluation mechanism should be further explored, and more kinetic energy should be injected into realizing the fundamental task of cultivating virtue and nurturing people.

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