The Conversion of Educational Momentum and Optimization Paths for Integrating Jiangxi Local Historical Resources into the Practice of Ideological and Political Theory Courses

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Abstract: *The local historical resources of Jiangxi includes tangible and intangible cultural forms (academy remains, ceramic craftsmanship, ancient village clusters, Neo-Confucian thought) which have an internal relationship among them as a regional culture genealogy; helps to solve the predicament of abstract course content, activates learners' emotion with regional affinity, realizes the natural transmission of values in cultural presentation when introducing these resources into the teaching of ideological and political theory courses. Due to the structural gap between resource presentation and pedagogical absorption, multiple levels of momentum loss during the teaching process and three-fold deep-seated causes at the level of curriculum theory, teaching theory, and epistemology so the conversion efficiency tends to be low. We put forward three improvement paths: realising content-form transformation through the pedagogical reconstruction of resources, achieve multidimensional field activation through the reconstruction of teaching contexts, promote the transformation of the teaching paradigm by mobilizing subjective agency. Together they constitute a systematic plan for improving the effectiveness of educational momentum conversion.*

Keywords: *Jiangxi local historical resources; educational momentum; momentum conversion; curriculum conversion; teaching of ideological and political theory courses*

Introduction

The local historical resources accumulated through the evolution of regional culture which embodies the collective memory and cultural genes of regional society has been constantly attracting our attention because of its educational value. Introducing local historical resources in teaching ideological and political theory courses is considered as one of the key strategies alleviating the abstractness of course content and enhancing the perceptibility of teaching. The majority of studies focus only on the necessity of introducing resources and listing resource types without any systematic theoretical discussion about some deep-seated questions: How does the educational efficacy get released when resources enter teaching? What constraints exist during the conversion process? And how to improve the conversion efficiency? Local historical resources can convert from cultural existence into education that would involve a series of intermediate links (selection, processing, contextualized presentation, and learner internalization), and each link might lead to efficacy dissipation—this is exactly the core issue of the proposition of "conversion of educational momentum". Diversity and completeness of Jiangxi local historical resources make it a typical sample for discussing the above issues. Taking Jiangxi local historical resources as the object of investigation, focusing on the internal mechanism and optimization strategies of the conversion of educational momentum gives us an analytical reference with explanatory power for the in-depth application of local historical resources in the teaching of ideological and political theory courses.

1. Educational Endowments and Value Core of Jiangxi Local Historical Resources

1.1 The Cultural Genealogy and Typological Composition of Jiangxi Local Historical Resources

Jiangxi local historical resources is accumulated cultural remains which gradually form under the

unique natural geography condition and humanistic evolution trajectory of Gan-Po region. Different regional cultural blocs such as: Yuzhang culture, Xunyang culture, Luling culture, Linchuan culture, Yuanzhou culture, and Raoxin culture; from pre-Qin bronze civilization to flourish of Song-Ming Neo-Confucianism, the prosperity of academy education to modern cultural transformation, it has a complete history.

From typological perspective according to their forms of existence and cultural attributes, we may categorize them into some closely-related types: tangible cultural heritage like ceramic craft remains (represented by the Jingdezhen imperial kiln), academy architectural complexes (represented by the White Deer Grotto Academy) or ancient village clusters usually embodied in Gan-style architecture; intangible cultural heritage such as opera vocal styles, folk rituals, and traditional handicrafts etc.; these are not fragmented cultures that evolved a cultural genealogy internally related because of long-term historical interactions and cultural acculturation within the Gan-Po cultural ecology. Functionally complementary relationship of academy culture, ceramic culture, Neo-Confucian culture and ancient village culture with each other's mutually interpreted meanings is an internal relatedness of genealogy which makes Jiangxi local historical resources different from others' ones in terms of this unique educational endowment[1].

1.2 Analysis of the Appropriateness of Embedding Local Historical Resources in the Teaching of Ideological and Political Theory Courses

The ability to achieve the effect of embedding local historical resources in teaching ideological and political theory courses relies upon the match between the cultural attributes of these resources and the educational goal of the courses. Cognition: The problem usually encountered when teaching ideological and political theory courses lies in its relatively high level of abstraction for values and theoretical frameworks which makes it hard for learners to jump from cognition to identification without concrete perception; yet the spatial existence of sites, the material form of cultural relics as well as the textual content of documents in local historical resources constitute a "concretized historical narrative", turning abstract concepts hanging on the pages of textbooks into a perceptible experiential foundation. Emotion: Local historical resources possess "regional affinity"; the cultural phenomena happening in their hometown or neighboring areas are easy to arouse emotions and identify them. Sense of regional cultural belonging is a deep emotional driving force so that the transmission of values will not be an external-imposed discipline, but an internal acceptance with oneself's cultural identity.

On the value side, we find a deep isomorphism on the spiritual core borne by local historical resources and the value orientation of ideological and political theory courses but yet it does not appear as "value indoctrination", but rather values are presented naturally via "cultural presentation". We need to acknowledge that the tension between the particularistic expression of local knowledge vs the universal framework of the courses which presents a problem domain worthy of further inquiry[2].

1.3 Conceptual Definition and Conversion Logic of Educational Momentum

This paper's main idea -- educational momentum, refers to the inherent power released in education and teaching from local historical resources driving learners' cognitive development, emotional generation and value construction. There are three key connotations about educational momentum: Firstly, it belongs neither to the attributes of resources itself nor an efficacy that will be triggered once it is introduced into a certain teaching context (such as an academy building as a historical remain is just a cultural stock, which can only possibly release its educational efficacy if it is included within the teaching process). It is essentially a relational category. Secondly, there are three related dimensions for educational momentum—cognitive enlightenment, emotional evocation and value construction. They permeate each other and reinforce each other together forming the full connotation of educational momentum. Thirdly, educational momentum also includes degrees and conversion efficiencies. Same resources could have significant difference on the degree of efficacy release depending on different conditions of teaching design and implementation.

To comprehend the logic of conversion we need to distinguish between "static existence" and "dynamic efficacy" of resources (former means cultural stock of resources with educational potential; latter – real educational effect resulting upon use of resources in the teaching field), that transition from static to dynamic can't be done by itself, it requires a series of intermediaries: resource selection, pedagogical reconstruction, contextual organization and learner internalization. The gap between static existence and dynamic efficacy is exactly the key for an effective release of educational momentum,

which is also the starting point for understanding the conversion mechanism.

2. Blocking Factors and Mechanism Analysis of the Conversion of Educational Momentum

2.1 The Structural Gap Between Resource Presentation and Pedagogical Absorption

Though there's plenty of stock and diversity in type of Jiangxi local historical resources, but it doesn't belong to pedagogical mode, which has a great structural gap with the knowledge organization forms of the teaching of ideological and political theory courses: Firstly, Inconsistency between fragmented resource presentation and systematicity of the curriculum system - Local resources are presented in a scattered way spatially and jump along the temporal thread; The teaching of ideological and political theory courses needs a logical sequence of knowledge transmission. It is difficult to convert scattered resources into systematic teaching within the limitation of class hours for teachers. So many resources get shelved or just used as embellishment. Secondly, Difficulties in connecting the particularistic expression of local knowledge with the universal theoretical framework of the courses – Cultural information carried by resources have strong regional characteristics and specific historical context; Objective of course points to value cognition that is universally applicable. We will easily result in resources stay on the level of perceptual presentation when we handle improperly the gap between levels of abstraction, not reach pedagogical sublimation[3].

Mismatch between the perception features of resource narratives and the rational demands for the teaching of ideological and political theory courses: Natural narrative and experiential quality of local historical resources attracts learners' attention easily, however, we can't stop at the perceptual attraction – we should lead them to make a jump from perceptual cognition to rational thinking. Mismatch between perceptual richness and rational orientation is the deep root of "high participation but insufficient internalization" after introducing resources into teaching. Structural gaps don't exist alone they overlap each other reinforcing each other are the primary blocking factor in converting the educational momentum.

2.2 The Generation Mechanism of Momentum Loss in the Process of Pedagogical Conversion

While we succeed in integrating local historical resources into teaching, there will always be multi-level momentum loss when releasing their educational efficacy during the course of teaching -- happening level by level throughout the teaching process. Surface-level loss happens because of the inherent conflict between teaching time and resource volume: class hours are fixed while the selectable resources are massive. Limited time teachers need to make choice which causes many resources being mentioned in a cursory manner instead of fully developed, therefore their deep educational value rushes over without release. Mid-level loss happens because of the lack of adaptation between teaching methods and resource characteristics — site-based resources require experiential teaching to activate spatial perception whereas document-based resources require inquiry-based teaching to excavate intellectual depth. In reality however, all kinds of resources are uniformly treated as information-transmission type content presentation whose educational functions of resources dissolve through homogenized teaching methods[4].

Deep-level loss means the meaning distance from the state of reception by learners and resources. When treating resources as "object of knowledge" rather than "interlocutor", learners would know the existence of the resources and its cultural significance but with little moving on the level of emotional structure or value cognition. Essence of this kind of loss lies in that the educational potential energy of resources cannot fully convert it into the internal momentum of learners during the process of transmission; thus, there will be an attenuation of cultural energy at the terminal end of teaching transmission. There are three links of losses happening one after another. The loss of previous link amplifies the loss effect of next link until resulting in systematic low overall conversion efficiency for educational momentum.

2.3 Deep-Seated Attribution of the Predicament of Educational Momentum Conversion

Through further analysis about the blocking and loss during the process of educational momentum conversion we can find out that the deep-seated root for the conversion predicament comes from the superimposed impact from three structural factors — In terms of curriculum theory, there are institutional inertia for the absorption of local and contextual teaching resources by textbooks-centered

knowledge transmission model; there are structural contradictions between uniform requirements of curriculum standards and differentiated characteristics of local resources and compatibility barriers between deterministic framework of teaching content and open-ended attributes of resources, so local historical resources have been occupying "supplement" rather than "organic component" within the curriculum system with no institution space or mechanisms' support. In terms of teaching theory, there is an imbalance between teachers' local cultural cultivation and their resource conversion capacity—the effective local resource teaching needs teachers not only to be able to master subject teaching ability but also the ability to grasp regional culture and curriculum development ability, however, the actual distribution of these three among teachers is uneven. Lack of cultural literacy leads to biased resource selection, insufficient curriculum development ability leads to rough conversion links, and limited teaching design leads to inefficient presentation links[5].

It diverges epistemically in terms of what kinds of resources make up effective educational resources: substituting "the cultural content" of resources for "teaching efficacy", and "fame" of resources with "convertibility". The cognitive deviation diverting the direction of selecting resources from the orientation of educational efficacy neglects those resources having high conversion value while repeating those resources having low conversion efficiency, thus imperceptibly aggravating the overall predicament of educational momentum conversion. Structural constraints (level of curriculum theory), capacity shortcomings (level of teaching theory) and judgment biases (epistemological level) relate and reinforce one another as a result constituting the deep-seated attribution of the predicament of educational momentum conversion.

3. Paths for Improving the Conversion Efficacy of Educational Momentum

3.1 The Content Conversion Path Based on the Pedagogical Reconstruction of Resources

Improving the conversion efficacy of educational momentum starts by changing the "cultural existence" of local historical resources to "pedagogical existence", rather than extracting and transplanted resources, but selectively and systematically process resources based upon the teaching objectives. Pedagogical reconstruction of resources needs a clear standard for selection, taking the relevance to teaching objectives, acceptability to learners, and feasibility of teaching operations as three aspects of measurement, avoid selecting resources merely due to their fame or containing culture. As regards conversion methods, we adopt differential processing strategies depending on the attribute characteristics of various kinds of resources: Site-based resources emphasize restoration of scenes and narration of spaces, transform physical space into accessible teaching field; Document-based resources emphasize problem extraction and sorting out intellectual threads, transform textual content into discussable teaching topics; Artifact-based resources emphasize interpretation of craft processes and cultural connotations, transform material entities into understandable cultural symbols.

The integration of resources, another part of the resource's pedagogical reconstruction: Because of the cultural genealogy characteristics of Jiangxi local historical resources, all sorts of resources can interpret each other through their meanings internally. It is necessary for us to make use of these connections in design of our teaching content, linking them together with thematic threads formed by scattered resources of different areas and types into a logical order of teaching resources. Resources which has been pedagogically reconstructed would not be seen as "raw materials" anymore but as "teaching materials", processed and with clear pedagogical orientation; thus improve the basic efficiency of releasing its educational efficacy.

3.2 The Field Activation Path Based on the Reconstruction of Teaching Contexts

The success of releasing the educational efficacy of local historical resources largely relies on the quality of the context that they depend on for entering teaching. Teaching context is where resources and learners meet with each other; it's also the reaction vessel which transform the educational momentum from static existence to dynamic efficacy. In spatial sense, we need to break the physical boundary of classrooms by incorporating local cultural spaces (museum exhibition halls, site locations, historic districts, and traditional villages), so as to give learners an immersive experience of being located in historical and cultural sites. Transformation of space will change their way of perception and participatory stance: in authentic site spaces, learners are more likely to fall into a state of historical dialogue. Relational sense, we should try to set up a dialogic instead of viewing relationship between learners and historical resources via setting up open-ended inquiry tasks to guide them to discover

problems, raise questions, and think at the resource site[6].

In terms of meaning dimension, it is necessary to have an effective link between history resource and present life in teaching context. When we treat local historical resources as "things of the past" they will lose most of their educational efficacy but when our students see some meaning clue about their own experience – a certain cultural gene that continues until today or a certain spiritual tradition which still possesses vitality – historical resources really become teaching resources with contemporary relevance. Three-fold path: field expansion (spatial dimension), dialogic construction (relational dimension) and present-day connection (meaning dimension). These three dimensions reinforce each other and form the field foundation for activating educational momentum.

3.3 The Endogenous Momentum Path Based on the Mobilization of Subjective Agency

Lastly, there will be an internal conversion in learners' cognitive structures and value worlds. Leveraging learners' subjective agency is the lever for improvement of conversion efficacy. Changing the teaching paradigm from "resource presentation" to "resource involvement", changing learners who receive resources into ones that interpret and re-create them lies at the core of this path. Guiding learners to achieve autonomous knowledge construction via investigating, organizing, interpreting local historical resources – when learners are asked to collect historical information about a certain ancient village or organize the biographical deeds of a certain local cultural figure, they are not passive viewers of resources anymore; they become active explorers. Investigating is a deep learning experience and the cognition acquired cannot be substituted with classroom instruction.

Subjective agency considers the expression and output of learners. Since "the input of resources decides 'what learners acquire'", "output decides 'what kind of internal construction learners can transform what they have acquired into.'". Learners can organize their gain in resource learning through various output methods (writing, narration, etc.) so that it leads them to understand and express with personal characteristics; Not only show the learning result on the outside, but deepen the learning depth internally. A complete change occurs for the educational momentum from the "receiving end" of resources to the "production end", From external input to internal generation. Momentum is no longer released by resources alone, but grows from learners themselves. Thus, the conversion of educational momentum has gone out of the one-way transmission model to enter a benign cycle of two-way interaction and co-generation between resources and learners.

Conclusion

Focusing on the core proposition "conversion of educational momentum" based on the study of Jiangxi local historical resources, this paper establishes a systematic analysis path by analyzing resource endowments, diagnosing conversion obstacles, and constructing efficacy improvement. The paper suggests that owing to its complete cultural genealogy and diverse typological composition, Jiangxi local historical resources possess unique educational endowments with structural matching between cognition, emotion, and value of the teaching of ideological and political theory courses but with gaps between fragmented presentation of resources and systemicity of the curriculum system, progressive efficacy loss during the teaching process, and threefold deep-seated attribution (institutional inertia at the level of curriculum theory, capacity shortcomings at the level of teaching theory, and judgment biases at the epistemological level). In order to solve these blocking factors, we suggest optimizing through three paths: pedagogical reconstruction of resources, reconstruction of teaching contexts, and mobilizing subjective agency. Three offer a complete conversion chain from transforming content form to creating field conditions and stimulating endogenous forces. Future studies can also explore the differentiation characteristic in converting different types of resources or adaptive adjustment of paths so that it provides richer empirical support and more flexible interpretative space for the theoretical framework of the conversion of educational momentum.

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