

## **Research on Methodology of Philosophy Education in Ideological and Political Education of Young People**

Shanshan Li\*

Research Center for Ideological and Political Education, Northeast Normal University, Changchun, 130024, Jilin, China  
[liss043@nenu.edu.cn](mailto:liss043@nenu.edu.cn)

Lili Yan

School of Politics and Law, Northeast Normal University, Changchun, 130117, Jilin, China.

**Abstract:** This paper aims to explore the methods and principles of applying philosophy education in the ideological and political education of young people. By analyzing the basic principles of philosophy education and the characteristics of young people's ideological and political education, we discuss how to effectively use philosophy education methods to improve young students' thinking ability, value shaping and social responsibility consciousness. The research shows that the heuristic teaching method, dialogue and debate, critical thinking training and other principles of philosophical education can effectively promote the thinking ability and logical reasoning ability of young students. We also introduce some specific philosophical educational practices, such as case studies, ethical discussions, and critical writing, that help stimulate students' intellectual activity and engagement. In terms of curriculum design and teaching activities, we have proposed group discussions, role playing, field trips and other ways to promote students' active learning and participation. Finally, we explore how to evaluate the effectiveness of philosophical education methods in the ideological and political education of young people, and emphasize the importance of reflection and continuous improvement. This study provides useful theoretical guidance and practical experience for the ideological and political education of young people, and is expected to promote the all-round development and growth of young students.

**Keywords:** Youth Ideological and Political Education, Philosophy Education, Methodology

### **1. INTRODUCTION**

Ideological and political education of young people is of great significance in shaping socialist core values and training socialist builders and successors. With the rapid change of society and the diversity of youth groups, how to effectively carry out ideological and political education of young people has become a key challenge (Arlin, 1988). Under this

background, this thesis aims to explore the methods and principles of applying philosophy education in the ideological and political education of young students, so as to improve their critical thinking ability, value shaping and social responsibility awareness.

As an important form of education, philosophy education emphasizes the cultivation of students' critical thinking, logical reasoning and values (Bilash & Coles, 2015). Its core principles and teaching methods can provide valuable reference for the ideological and political education of young people. However, the application of philosophical education methods in the ideological and political education of young people faces many challenges, such as how to adapt to the cognitive level and thinking mode of young students, and how to combine philosophical theory with practice. The purpose of this thesis is to explore the methodology of philosophy education in ideological and political education of young people (Feinberg & McGraw, 1996).

We will begin by exploring the fundamental principles of philosophical education, including heuristic pedagogy, dialogue and debate, and critical thinking training. Understanding these basic principles can help us understand the value and impact of philosophical education on young students. Secondly, we will analyze the characteristics and objectives of youth ideological and political education (Halstead, 2005). As a special group, young students have their own cognitive level, thinking mode and growth characteristics. We will explore the goals of ideological and political education for young people in order to better design methods of philosophical education that meet their needs.

Further, this paper will study the application of practical methods of philosophy education in the ideological and political education of young people. We will explore practical approaches such as case studies, ethical discussions and critical writing to stimulate students' thinking and engagement, and improve their thinking expression and logical reasoning skills ("The Council for Aid to Education. (2016). Philosophical Skills Needed for the Workplace: A Delphi Report. "). At the same time, we will explore how to design a philosophy curriculum suitable for the ideological and political education of young people, incorporating teaching activities such as group discussions, role playing, field trips, etc., to promote active learning and participation of students (Lipman, 2003; Splitter & Sharp, 1995).

Finally, we will explore how to evaluate the effectiveness of philosophical educational methods in the ideological and political education of young people, and emphasize the importance of reflection

and continuous improvement. Through evaluation and reflection, we can understand the actual effect of philosophical education methods in the ideological and political education of young people, and adjust and improve accordingly according to the evaluation results, so as to better meet the needs of students and improve the quality of education. The aim of this study is to provide theoretical guidance and practical experience for the ideological and political education of young people, and to promote the all-round development and growth of young students. By exploring the methodology of philosophy education in the ideological and political education of young people, we will provide useful references for educators and decision-makers to help them better guide and train young students to become socialist builders with active thinking, positive values and social responsibility awareness (Nussbaum, 2016; Siegel, 2009).

## 2. BASIC PRINCIPLES OF PHILOSOPHICAL EDUCATION

### 2.1 Definition and Characteristics of Philosophical Education

As a unique form of education, philosophy education aims to cultivate students' critical thinking ability, value shaping and social responsibility awareness. The application of the methods and principles of philosophical education in the ideological and political education of young people has the following definitions and characteristics: Definition of philosophical education: Philosophical education is a form of education based on philosophical thoughts and principles, aimed at guiding students to think about the meaning of life, moral values and social issues. It encourages students to explore the nature of human existence and thinking through the study and discussion of philosophical issues, and to develop critical thinking, logical reasoning, and moral judgment.

The characteristics of philosophy education: The cultivation of critical thinking ability: philosophy education pays attention to the cultivation of students' critical thinking ability. By exploring philosophical questions, thinking about different points of view and reasoning logically, students can develop their critical thinking and problem-solving skills. Philosophy education encourages students to constantly question, explore and think, and cultivate the ability of independent thinking and judgment.

Shaping of values: Philosophy education strives to shape the values of students. By studying classics in fields such as ethics and political philosophy, students can think deeply about and explore issues such as the meaning of life, moral values, and social justice. Philosophical education

trains students to form positive social values and personal ethics by guiding them to examine their own values and engage in dialogue with others (UNESCO, 2015). The cultivation of social responsibility consciousness: philosophy education emphasizes the cultivation of students' social responsibility consciousness. By studying areas such as social and political philosophy and environmental ethics, students can think deeply about and explore issues such as the relationship between the individual and society, public affairs and social justice. By guiding students to think about their roles and responsibilities in society, philosophical education prepares them to become citizens who care about social issues and are willing to contribute to society. Interdisciplinary nature: Philosophy education has the characteristics of interdisciplinary. It involves the research content of ethics, metaphysics, political philosophy, epistemology and other fields, and crosses and integrates with other disciplines. Philosophy education can help students establish a systematic thinking framework and comprehensive thinking ability, prompting them to combine philosophy with knowledge of other disciplines, so as to understand and solve complex problems more comprehensively. Through the analysis of definition and characteristics, we can see that philosophy education plays an important role in the ideological and political education of young people. It not only cultivates students' critical thinking skills and critical thinking, but also promotes the cultivation of students' values and social responsibility awareness. In the following chapters, we will further explore how to apply the methods and principles of philosophical education in the ideological and political education of young students to improve their critical thinking ability, value shaping and social responsibility awareness (Biesta, 2009).

## 2.2 Core Principles and Theoretical Foundations of Philosophical Education

Philosophy education, as an important part of young people's ideological and political education, is based on some core principles and theoretical foundations. These principles and foundations provide guidance for philosophical education, as well as theoretical support and methodological guidance for educators and students. In this section, we will explore the core principles and theoretical foundations of philosophical education in order to better understand their application in the ideological and political education of young people. Heuristic Teaching Heuristic teaching is one of the core principles of philosophical education. It emphasizes that through question raising, discussion and inquiry, students are stimulated to actively think and explore philosophical problems. In heuristic teaching, teachers

play the role of guides and facilitators, but not imparts. By guiding students to think independently, find solutions to problems and form independent opinions, heuristic teaching cultivates students' critical thinking and logical reasoning ability. Dialogue and Debate Dialogue and debate play an important role in philosophical education. They encourage students to clarify ideas, challenge ideas, and develop critical thinking skills in interaction and debate. Through dialogue and debate, students learn to listen to others' points of view, develop their own arguments, and refine their own ideas through critical thinking and analysis. This interactive learning style helps students develop logical thinking and argumentative skills, while also promoting teamwork and interactive communication skills. Cultivation of Critical Thinking Philosophy education emphasizes the cultivation of students' critical thinking ability. Critical thinking includes the analysis and evaluation of information, the questioning and thinking of views and arguments, and the comprehensive thinking and judgment of complex problems. Through the training of critical thinking, students can develop their logical reasoning and problem solving abilities, and improve their thinking level on complex social issues. In philosophy education, teachers can guide students to use critical thinking to analyze and evaluate different philosophical viewpoints, so as to cultivate their ability of independent thinking and judgment. Integration of Knowledge One of the theoretical foundations of philosophical education is the integration of knowledge. Philosophy involves ethics, metaphysics, political philosophy, epistemology and other fields of research.

In philosophy education, students need to connect and integrate these different fields of knowledge to build a systematic thinking framework. This comprehensive knowledge structure helps students understand the nature of human existence and thinking, think about problems from multiple perspectives and propose comprehensive solutions. Reflection and Critique Philosophical education emphasizes students' reflection and critique of their own views and actions. Through reflection, students can think deeply about their own values, beliefs and codes of conduct, resulting in a more clear and reasonable view. Critical self-assessment and scrutiny helps students recognize their own limitations and inadequacies and actively seek progress and improvement. The above core principles and theoretical basis provide guidance and support for philosophy education in ideological and political education of young people. In practical teaching, teachers can combine these principles and foundations to design and implement relevant teaching activities and courses to improve students' critical thinking ability, value shaping and social responsibility awareness.

In the following chapters, we will explore how these principles and foundations can be applied to practical methods and curriculum design in ideological and political education for young people.

### 2.3 The Relationship Between Philosophical Education, Critical Thinking Ability and Value Shaping

As an important form of education, philosophy education plays a key role in the ideological and political education of young people. It is closely related to the cultivation of critical thinking ability and the shaping of values. This section will explore the relationship between philosophy education, critical thinking ability and value shaping, in order to further understand the significance and effect of applying philosophy education in the ideological and political education of young people. The cultivation of critical thinking ability; Through inspiring teaching, dialogue and debate, philosophy education encourages students to actively think and explore philosophical problems. This process requires students to use critical thinking, logical reasoning and problem solving skills. Through the cultivation of philosophy education, students can develop the ability to think independently, analyze problems and put forward ideas. They learn to question and explore, to understand the logic and arguments behind different points of view, and thus develop the critical thinking ability of deep thinking and comprehensive analysis. Shaping of values; Philosophy education has a profound influence on shaping the values of young students. By studying classics in the fields of ethics, political philosophy, and social thought, students can think deeply and explore issues such as the meaning of life, moral values, and social justice. Philosophy education guides students to reflect on their own values, moral standards and codes of conduct, and helps them to form positive social values and personal ethics. By studying and thinking about philosophical issues, young students gain a better understanding of human dignity, justice and moral responsibility, and develop positive and socially responsible values. There is a close relationship between philosophical education, critical thinking ability and value shaping. First of all, critical thinking is the foundation of developing values.

Through the cultivation of critical thinking ability, students can analyze, evaluate and compare different viewpoints, so as to form their own independent views and value judgments. Secondly, the shaping of values needs the support of critical thinking ability. Through the use of critical thinking ability, students can deeply think and dialectically analyze different moral and ethical issues, so as to more accurately understand and shape

their own values. Philosophy education provides the theoretical and methodological basis for the formation of critical thinking ability and values in the ideological and political education of young people. Through philosophical education, young students can develop critical thinking and logical reasoning skills, enabling them to think deeply and analyze complex issues. At the same time, philosophy education guides students to think about ethical and moral issues, urges them to examine their own values and codes of conduct, and cultivates positive social values and personal ethics. Therefore, philosophy education not only provides the cultivation of critical thinking ability, but also provides theoretical guidance and practical experience for young students to shape their values.

In the ideological and political education of young people, educators should make full use of the principles and methods of philosophical education, design and implement corresponding teaching activities and courses to enhance students' critical thinking ability and value shaping. By stimulating students' thinking and engagement, guiding them to think deeply about the meaning of life, moral values and social issues, philosophy education helps to develop young students' ability to think independently and judge, and guide them to form positive social values and awareness of social responsibility. Therefore, the application of philosophy education in the ideological and political education of young people is of great significance and influence.

### 3. CHARACTERISTICS AND OBJECTIVES OF YOUTH IDEOLOGICAL AND POLITICAL EDUCATION

#### 3.1 Cognitive Level and Way of Thinking of Young Students

As the object of ideological and political education, young students have a unique cognitive level and way of thinking. Understanding the cognitive characteristics and thinking patterns of young students is very important for the design and implementation of effective ideological and political education for young people. This section will explore the cognitive levels and ways of thinking of young students in order to better adapt to their needs and develop their thinking skills.

#### 3.2. Cognitive Level

Developing cognitive ability: Young students are in the stage of cognitive development. They are experiencing major changes in their thinking and cognitive abilities, gradually transitioning from concrete operational

thinking to abstract reasoning thinking. They begin to have stronger logical thinking and understanding of abstract concepts, but they still face cognitive limitations and unbalanced development.

Diverse cognitive styles: Young students have different cognitive styles. Each student has their own unique cognitive preferences and learning styles. Some students are more intuitive and perceptive, while others are more analytical and reasoning oriented. Educators should fully understand students' cognitive styles in order to adopt teaching strategies and methods suitable for them.

### 3.3 Way of Thinking

Critical thinking: Young students gradually develop the ability to think critically. They begin to have the ability to question and analyze, to evaluate and reason about information and ideas. Critical thinking helps them to think independently and form independent opinions, thus promoting the cultivation of deep learning and comprehensive analysis skills.

Diversified thinking: Young students have an open way of thinking and are more inclined to accept diversified viewpoints and concepts. They are able to think and explore different cultures, values and social issues, showing a strong tendency of cultural relativism and diversified thinking.

Social thinking: Young students pay more attention to social thinking and are more inclined to build knowledge and understanding through communication and cooperation with others. They explore and construct knowledge together through interaction with peers and teachers, and are more sensitive to the influence of groups and the importance of collaboration.

Understanding the cognitive level and thinking mode of young students is helpful for educators to better design and implement the ideological and political education of young students. In teaching, educators can use methods such as heuristic teaching, dialogue and debate to stimulate students' critical thinking and diversified thinking, and encourage them to construct knowledge and understanding in a social environment. In addition, educators should also pay attention to adapt to students' cognitive characteristics and individual differences, and provide personalized teaching support according to students' cognitive style and learning style. Through effective ideological and political education aimed at young students' cognitive level and way of thinking, it can better meet students' learning needs and promote their cognitive development. In the next section, we will explore how philosophy education can be combined with the cognitive characteristics and ways of thinking of young students to



improve their critical thinking skills and value shaping.

### 3.4 Goals and importance of ideological and political education for young people

As an important educational task, the ideological and political education of youth aims to cultivate the ideological quality, values and social responsibility consciousness of young students. This section will explore the goals and importance of ideological and political education for young people in order to emphasize its role in developing socially responsible active thinkers and builders of socialism.

## 4. OBJECTIVES

One of the goals of youth ideological and political education is to cultivate students' critical thinking ability. Through teaching methods such as inspiring teaching, dialogue and debate, educators can help students develop critical thinking, logical reasoning and problem solving skills. Through the cultivation of critical thinking ability, young students can think independently, analyze problems, and form independent opinions and judgments.

Shaping positive values: The second goal of youth ideological and political education is to shape students' positive values. By studying areas such as ethics, political philosophy, and social thought, students can think deeply about and explore issues such as the meaning of life, moral values, and social justice. Youth ideological and political education cultivates positive social values and personal ethics by guiding students to examine their own values, moral codes and codes of conduct.

Cultivating social responsibility consciousness: The third goal of youth ideological and political education is to cultivate students' social responsibility consciousness. By studying areas such as social and political philosophy and environmental ethics, students can think deeply about and explore issues such as the relationship between the individual and society, public affairs and social justice. By guiding students to think about their roles and responsibilities in society, youth ideological and political education trains them to become citizens who care about social issues and are willing to contribute to society.

### 4.1 Importance

Cultivating active thinkers: The importance of ideological and political

education for young people lies in cultivating active thinkers. Critical thinking ability is an important ability for young students to cope with complex problems and challenges, which can help them understand the nature of problems, find solutions to problems, and form independent opinions and judgments.

Through the training of critical thinking ability, young students can better adapt to social change and development, and provide positive thinking and action for the solution of social problems.

Shaping positive values: The importance of youth ideological and political education also lies in shaping students' positive values. In today's complex and changing social context, cultivating students' positive social values and personal ethics is essential for their growth and development. Through youth ideological and political education, students can deeply think and reflect on their own values, and form positive and enterprising values, so as to better cope with challenges and problems.

Cultivating socialist builders: The importance of youth ideological and political education is also to train students to become socialist builders. Socialist core values are the important support of China's socialist modernization construction. As the successors and promoters of socialist construction, young students' ideological quality and values have an important impact on social development. The ideological and political education of young people makes a positive contribution to socialist construction by guiding students to examine socialist core values and cultivate their positive sense of social responsibility and mission.

In short, the goal of ideological and political education for young people is to cultivate critical thinking ability, shape positive values and cultivate social responsibility consciousness. Through effective ideological and political education, young students can be helped to become the builders of socialism with active thinking, positive values and social responsibility consciousness. In practical education, we should pay attention to the importance of ideological and political education of young people, and adopt corresponding educational strategies and methods to achieve this goal.

The value and role of philosophical education in the ideological and political education of young people. As an important part of young people's ideological and political education, philosophy education has far-reaching value and function. This section will explore the value and role of philosophy education in the ideological and political education of young people, in order to emphasize its promotion of young students' thinking ability, value shaping and social responsibility consciousness.

One of the values of philosophical education in young people's ideological and political education is to cultivate students' thinking ability. Philosophy involves the research content of ethics, metaphysics, political philosophy, epistemology and other fields, and crosses and integrates with other disciplines. Philosophy education can help students establish a systematic thinking framework and comprehensive thinking ability, prompting them to combine philosophy with knowledge of other disciplines, so as to understand and solve complex problems more comprehensively. Through philosophy education, students can develop critical thinking, logical reasoning and problem solving abilities, improve thinking flexibility and creativity, and provide important cognitive tools and ability support for young students' learning and development.

**Shaping Positive values** Another value of philosophy education in the ideological and political education of young people is to shape the positive values of students. By studying classics in the fields of ethics, political philosophy, and social thought, students can think deeply and explore issues such as the meaning of life, moral values, and social justice. Philosophy education guides students to reflect on their own values, moral standards and codes of conduct, and helps them to form positive social values and personal ethics. By studying and thinking about philosophical issues, young students gain a better understanding of human dignity, justice and moral responsibility, and develop positive and socially responsible values.

Another important role of philosophy education in young people's ideological and political education is to cultivate students' sense of social responsibility. By studying areas such as social and political philosophy and environmental ethics, students can think deeply about and explore issues such as the relationship between the individual and society, public affairs and social justice. By guiding students to think about their roles and responsibilities in society, philosophical education prepares them to become citizens who care about social issues and are willing to contribute to society. Philosophy education can awaken students' attention to social issues, stimulate their active willingness to participate in social public affairs and promote social change, so as to promote social progress and development.

To sum up, philosophy education plays an important role in the ideological and political education of young people. It not only cultivates students' thinking and logical reasoning skills, but also shapes positive values and a sense of social responsibility. In practical teaching, educators should make full use of the principles and methods of philosophical

education, design and implement relevant teaching activities and courses to improve students' thinking ability, value shaping and social responsibility awareness.

The implementation of philosophy education will make an important contribution to the comprehensive development of young students and social progress.

#### 4.2 Practical Methods of Philosophical Education

Case studies and ethical discussions: Shaping values and moral judgment and developing critical thinking and problem solving skills.

#### 4.3 Case Study: An Exploration of Ethical Dilemmas

Ethical dilemmas are a common case analysis method used in philosophical education to develop critical thinking and problem solving skills by exposing students to situations with moral and ethical challenges. The following will take a case as an example to illustrate how to cultivate students' critical thinking and problem-solving skills through the exploration of ethical dilemmas.

Case study: Train Accident and Ethical Decision making In a train accident situation, students are asked to play the role of decision maker. The train spun out of control and drove into a crowded intersection, with five people trapped on the train tracks. And on the next track, there's a man trapped. Students were given a choice: keep the train moving, killing five people, or change the track and divert the train, killing one person. This case raises ethical decision-making and ethical dilemmas, requiring students to think about and debate different ethical perspectives and decisions.

#### 4.4 Practice Method

Guide students to think: First, guide students to think about the moral issues behind this ethical dilemma. Ask the question, how do you weigh the lives of five people against the lives of one? Students can discuss ethical theories and moral principles related to them from different ethical perspectives, such as utilitarianism, ethics of rights, moral obligations, etc.

Debate and discussion: Organize debates and discussions among students, allowing them to present different perspectives and reasons for debating solutions to this ethical dilemma. Through debate, students can practice critical thinking and logical reasoning skills, and learn to understand and respect different points of view.

Reflection and summary: After debate and discussion, students are encouraged to engage in personal reflection and summary. They can think about whether their views have changed during the debate, why they chose a particular decision, and their understanding and evaluation of other points of view. Through this practical approach to case analysis, students are able to develop critical thinking and problem solving skills in philosophical education. They learn to analyze ethical dilemmas, weigh different ethical perspectives and decisions, and develop the ability to think deeply and analyze comprehensively. In addition, they are able to develop critical self-assessment and reflection skills, improving the effectiveness of problem solving. In conclusion, through the practical method of case analysis, philosophy education can promote the cultivation of students' critical thinking and problem-solving ability. This approach cultivates students' deep thinking and comprehensive analysis skills by allowing them to face ethical dilemmas, think and debate different ethical perspectives and decisions. The practical approach to philosophy education should focus on developing students' critical thinking and problem-solving skills to help them make accurate and ethical decisions in the face of complex problems and challenges.

## 5. COURSE DESIGN AND TEACHING ACTIVITIES

### 5.1 The Arrangement of Philosophy Courses in the Ideological and Political Education of Young People

In order to effectively implement the ideological and political education of young people, it is necessary to carry out reasonable curriculum design and interesting teaching activities. This section will introduce a curriculum design and teaching activities based on philosophy education to promote the development of young students' critical thinking ability, value shaping and social responsibility awareness.

### 5.2 Course Design & Course Goal Setting

Develop students' critical thinking skills, including critical thinking, logical reasoning and problem solving. To shape students' positive values, including developing a sense of civic responsibility, social justice and personal ethics. Cultivate students' awareness of social responsibility, guide them to think about their roles and responsibilities in society, and stimulate their willingness to contribute to social development.

### 5.3 Course Content

Basic knowledge of philosophy: Introducing the basic concepts, major schools and classic works of philosophy, providing students with a foundation for philosophical thinking.

Ethics: Explores moral and ethical issues and leads students to think about the principles and values of ethical decision-making.

Political philosophy: The study of political theory and social institutions leads students to think about issues of public affairs and social justice.

Social thought: Explore social issues, social change and social responsibility, and cultivate students' sense of social responsibility.

### 5.4 Field Trips and Social Practice: Cultivate Awareness of Social Responsibility and Critical Thinking

Group discussion and debate: Organize students to participate in group discussion and debate activities so that they can exchange and explore philosophical issues in a team. By challenging and debating each other, students can exercise critical thinking and logical reasoning skills and form independent opinions.

Case studies and case studies: Through case studies and case studies, students are confronted with specific ethical dilemmas and social issues, causing them to think and debate different perspectives and solutions. These cases can come from real life moral conflicts, social injustice, etc., to stimulate students' critical thinking ability and value shaping.

Visits and field trips: Organize students to visit relevant institutions, communities or social projects to allow them to experience and learn about social issues firsthand. Through field trips, students can connect with real life, gain an in-depth understanding of the complexity and diversity of society, and develop a sense of social responsibility.

Student projects and social practice: Students are encouraged to take the initiative to participate in student projects and social practice activities, and cultivate their sense of social responsibility and citizenship through independent organization and participation in social services and volunteer work. Student projects and social practice can be social research, community service, environmental protection, etc., allowing students to combine theoretical knowledge with practice.

Through well-designed curriculum and rich and diverse teaching activities, ideological and political education of young people can be effectively implemented on the basis of philosophical education. The course covers the fundamentals of philosophy, ethics, political philosophy and social thought to help students gain a comprehensive understanding

of the meaning of life, moral values and social responsibility. Teaching activities include group discussions and debates, case studies and case studies, visits and field trips, as well as student projects and social practices through which students can practice critical thinking skills, shape values and develop a sense of social responsibility. Such curriculum design and teaching activities are helpful to cultivate active thinkers and socialist builders with critical thinking ability and social responsibility.

## 6. EVALUATION AND REFLECTION

### 6.1 Reflect on and Adjust the Experience and Lessons of Teaching Practice

**Students self-reflection:** Students are encouraged to self-reflect and summarize their growth and changes in critical thinking ability, value shaping and social responsibility awareness by writing journals, writing essays or holding group discussions. Students can think about the knowledge and skills they have learned in the course, as well as new understandings of ethical dilemmas and social issues (Davies, 2006).

**Group reflection and sharing:** Organize group reflection and sharing for students to share their learning and experiences in the course. Through mutual exchange and sharing, students can gain new inspiration from other students' perspectives and experiences, and further deepen their understanding of critical thinking, value shaping and social responsibility.

**Teacher reflection and improvement:** In the process of assessment and reflection, teachers should also conduct self-reflection and improvement. By reviewing the effects of curriculum design and teaching activities, analyzing students' learning performance and feedback, as well as evaluating their own teaching methods and strategies, teachers can improve teaching practice and improve educational results (Dewey, 1930).

### 6.2 Explore Possibilities for Continuous Improvement and Innovation

#### 6.2.1. Innovation in Teaching Methods

**Exploratory Heuristic teaching:** Heuristic teaching fosters critical thinking and creativity by guiding students to self-discovery and exploration. Teachers can design problem-driven learning tasks that allow students to actively participate in the problem-solving process, thus stimulating their thinking vitality and innovative ability.

**Introduction of case teaching and project learning:** Case teaching and project learning can combine abstract theoretical knowledge with concrete practical problems to help students understand and apply the learning

content. Through case teaching and project learning, students can explore and solve real social problems and develop critical thinking and problem-solving skills.

#### 6.2.2. Interdisciplinary Cooperation

Teacher interdisciplinary teamwork: Teachers can form interdisciplinary teams with teachers from other disciplines to jointly design and implement youth ideological and political education courses (Lin, 2019; Wang et al., 2017). Through interdisciplinary collaboration, knowledge and methods from different disciplines can be integrated to provide a more comprehensive and rich educational experience (Van Dijke et al., 2019).

Interdisciplinary projects and research: The school can organize interdisciplinary projects and research, allowing students to conduct in-depth study and research in the integration of different disciplines. For example, interdisciplinary research groups are organized to explore cross-cutting topics in the fields of ethics, politics, and social issues, and to cultivate students' comprehensive analysis and interdisciplinary thinking skills.

#### 6.2.3. Technology Application

Online learning platforms and resources: Use online learning platforms and resources to provide diverse learning materials and resources to provide students with independent learning opportunities. Through online discussion and collaboration tools, students can engage in distance learning and collaboration, expanding learning Spaces and opportunities (Osberg & Biesta, 2008).

Virtual and augmented Reality technologies: Apply virtual and augmented reality technologies to create immersive learning environments that allow students to experience and explore situations of philosophical reflection and ethical decision making firsthand. The application of such technology can stimulate students' learning interest and participation, and improve the learning effect.

Continuous improvement and innovation is an important task in the ideological and political education of young people (Huang, 2015). Through innovation in teaching methods, interdisciplinary cooperation and the application of technology, a richer and more diverse learning experience can be provided to young students (Lin, 2017; Zhou, 2011). Teachers can try innovative methods such as heuristic teaching method, case teaching and project learning to cultivate students' critical thinking



ability and innovative ability. Interdisciplinary cooperation and project research can promote the integration and cooperation between different disciplines and expand students' disciplinary vision. At the same time, technology applications such as online learning platforms and virtual reality technology can enhance students' learning experience and engagement (Strike & Ternasky, 1993; Wang et al., 2013).

## 7. CONCLUSION

To sum up, philosophy education methodology in ideological and political education of young people plays an important role in shaping young students' thinking ability, values and sense of social responsibility. Through reasonable curriculum design, teaching activities and assessment reflection, students' critical thinking ability, value shaping and social responsibility consciousness can be effectively improved. At the same time, the exploration of continuous improvement and innovation brings a broader development space for the ideological and political education of young people to meet the changing needs of society and students. The successful implementation of ideological and political education of young people will cultivate a generation of young people with positive thinking ability, firm values and social responsibility, and make important contributions to the progress and development of society.

### Reference

- Arlin, P. K. (1988). The development of reflective thinking in the social studies. . *Theory & Research in Social Education*, 16(1), 37-55.
- Biesta, G. (2009). Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability (formerly: Journal of Personnel Evaluation in Education)*, 21, 33-46.
- Bilash, O., & Coles, A. (2015). Teaching philosophy to children: A community of philosophical inquiry. *Educational Philosophy and Theory*, 47(4), 332-345.
- The Council for Aid to Education. (2016). Philosophical Skills Needed for the Workplace: A Delphi Report. .
- Davies, B. (2006). Subjectification: The relevance of Butler's analysis for education. *British Journal of Sociology of Education*, 27(4), 425-438.
- Dewey, J. (1930). *Democracy and education: An introduction to the philosophy of education*. Macmillan New York.
- Feinberg, W., & McGraw, H. (1996). For the love of wisdom: An introduction to philosophy.
- Halstead, M. (2005). Philosophy for children: Learning to think, thinking to learn. *Journal of Philosophy of Education*, 39(2), 239-256.
- Huang, Z.-y. (2015). The goal of ideological and political education for young people

- and its realization. *Journal of Lanzhou University of Technology*, 41(4), 17-21.
- Lin, D. (2017). *Civilising citizens in post-Mao China: Understanding the rhetoric of suzhi*. Taylor & Francis.
- Lin, X. (2019). The value and role of philosophy Education in Ideological and political education in colleges and universities. *Journal of Chongqing Technology and Business University (Social Science Edition)*, 36(4), 47-51.
- Lipman, M. (2003). *Thinking in education*. Cambridge University Press.
- Nussbaum, M. C. (2016). *Not for profit: Why democracy needs the humanities*. Princeton university press.
- Osberg, D., & Biesta, G. (2008). The emergent curriculum: Navigating a complex course between unguided learning and planned enculturation. *Journal of Curriculum Studies*, 40(3), 313-328.
- Siegel, H. (2009). *Educating moral sensibilities: Philosophy of moral education in historical perspective*. Routledge.
- Splitter, L. J., & Sharp, A. M. (1995). *Teaching for better thinking: The classroom community of inquiry*. ERIC.
- Strike, K. A., & Ternasky, P. L. (1993). *Ethics for Professionals in Education: Perspectives for Preparation and Practice*. ERIC.
- UNESCO. (2015). *Philosophy: A School of Freedom*. Paris: UNESCO Publishing.
- Van Dijke, J., van Nistelrooij, I., Bos, P., & Duyndam, J. (2019). Care ethics: An ethics of empathy? *Nursing ethics*, 26(5), 1282-1291.
- Wang, H.-H., Chen, H.-T., Lin, H.-s., Huang, Y.-N., & Hong, Z.-R. (2017). Longitudinal study of a cooperation-driven, socio-scientific issue intervention on promoting students' critical thinking and self-regulation in learning science. *International Journal of Science Education*, 39(15), 2002-2026.
- Wang, W.-J., Po-Chi, T., Joo Kim, B., & Kok, H. L. (2013). New imaginings and actions of Drama Education and Applied Theatre in NIE4 in Asia. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 18(1), 79-93.
- Zhou, W. (2011). The Core principles and methods of philosophical speculative education. *Chinese Higher Education Research*, 7, 53-55.