

THE STUDY OF XI JINPING'S IMPORTANT DISCOURSES ON YOUTH SCIENCE AND TECHNOLOGY EDUCATION AND THE PATH OF PRACTICE

PI XIAO MING¹, LU JINGYI², ZHANG LI MIN³, OOI BOON KEAT⁴

Institute of Education Sciences, Neijiang Normal University, China¹

Post Graduate Centre, Management and Science University, Malaysia²

School of Marxism, Neijiang Normal University, China³

School of Education and Social and Sciences, Management and Science University, Malaysia⁴

<https://doi.org/10.37602/IJSSMR.2024.7502>

ABSTRACT

Based on Xi Jinping's important statements, speeches, and conferences on education, youth education, and youth science and technology education in recent years, this study comprehensively uses research methods such as literature review and text analysis to analyze the formation, scientific connotation, and contemporary value of Xi Jinping's important statements on youth science and technology education. Based on this, a case qualitative study was conducted on the current situation of youth science and technology education, and the practical path of youth science and technology education development was explored from three dimensions: carrier construction, institutional mechanism guarantee, and collaborative promotion, providing theoretical and practical support for the development of youth science and technology education in China.

Keywords: Youth, science and technology education, important discourses, practical path

1.0 PRESENTATION OF THE PROBLEM

A symposium on scientists was hosted by General Secretary Xi Jinping in September 2020. He emphasised that "Curiosity is human nature, and the guidance and cultivation of scientific interest should start from childhood, so that they can learn more about scientific knowledge, master the scientific method, and form a large group of young people with the potential to become scientists" (Chen, 2022). The future world needs more talents with technological literacy and innovation capabilities. Youth are the future and hope of one country, and technology education is particularly important for their growth. In recent years, science and technology education for youths in China has received widespread attention from all sectors of society. With the continuous improvement and strengthening of national policies, institutional mechanisms, and platforms, the level of science and technology education for youths has been greatly improved, but there are still many problems. In the context of the integrated promotion strategy of education, technology, and talent, how to cultivate top-notch reserve talents in scientific and technological innovation that meet the requirements of building a modern strong country is a major issue at present, and how to carry out youth science and technology education is a key basic strategic project. It is necessary and urgent to deeply understand and comprehend Xi Jinping's important discourse on youth science and technology education, better carry out youth science and technology education practice, and improve the scientific and technological literacy of Chinese youth.

2.0 THE FORMATION OF XI JINPING'S IMPORTANT DISCOURSES ON SCIENCE AND TECHNOLOGY EDUCATION FOR TEENAGERS

As a theoretical crystallisation of the profound fusion of Marxist education concept and the reality of Chinese education in the new era, Xi Jinping's fundamental exposition on education is an important aspect of his thought on socialism with Chinese features in the new era. The theoretical foundation and historical accumulation of Xi Jinping's significant speech on youth science and technology education are also known (Ren, 2020).

Xi Jinping's important discourse on education is an important component of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, and is a theoretical crystallization of the profound combination of Marxist educational thought and the reality of Chinese education in the new era. Xi Jinping's important discourse on youth technology education also has its theoretical origins and historical accumulation.

2.1 Theoretical Origin

1. The Profound Foundation of Excellent Traditional Chinese Scientific and Technological Education Ideas

Before the Ming Dynasty, China had made great achievements in the field of science and technology, accounting for about 58% of the world's major scientific and technological inventions (Wang,2009).The rich technological culture, brilliant technological ideas, the spirit of seeking truth and openness in technology, and outstanding technological achievements are the sources of China's excellent traditional scientific and technological education ideas. The excellent traditional Chinese science and technology education ideology has four characteristics. Firstly, it emphasizes practice and application, which is mainly reflected in many ancient technological inventions and creations, such as agriculture, medicine, astronomy, and other fields; Secondly, it emphasizes the importance of observation and experimentation, believing that only through personal observation and practice can real and reliable knowledge and skills be obtained, such as the seismograph manufactured by Zhang Heng and the calculation of pi by Zu Chongzhi; The third is to advocate innovative thinking, encourage people to explore unknown fields bravely, constantly propose new theories and methods, which is reflected in the exploration of ancient scientists, such as Shen Kuo's unique insights on natural phenomena in "Dream Pool Essays"; Fourthly, emphasis should be placed on moral education, believing that scientific and technological talents should possess noble character and moral sentiments. These ideas not only had a profound impact on the development of ancient technology, but also have important enlightening significance for modern technology education.

2. Marxist Science and Technology Education Thought

Marxist scientific and technological education thought is an important theoretical viewpoint of Marxism on the combination of technology and education Its core emphasizes the crucial role of technology and education in the comprehensive development of human beings and social progress, and regards science and technology education as an important way to promote the development of social productive forces. It is a systematic and comprehensive theoretical system that emphasizes the important role of science and technology education in talent

cultivation, social development, popularization, and international exchange. It attaches great importance to the role of science and technology education in talent cultivation, emphasizes the close integration of science and technology education with social development, advocates the popularization and popularization of science and technology education, and also pays attention to international exchanges and cooperation in science and technology education (Ren, 2020).

3. Marxist Chinese View on Science and Technology Education

The Marxist view of science and technology education with Chinese characteristics is formed on the basis of Marxist views on science and technology and education, combined with China's specific national conditions and practical experience, and has given rise to a youth science and technology education view that combines Chinese characteristics and contemporary features in different historical backgrounds, and has been passed down from generation to generation.

The main leaders of the CPC, represented by Mao Zedong, creatively combined the Marxist theory of all-round development of people with the reality of Chinese education, innovated and enriched the Marxist theory, and first put forward the educational proposition of "making the young generation achieve all-round development in intellectual education, moral education, sports, and aesthetic education", which promoted the development of China's education.

Deng Xiaoping put forward the great proposition that "science and technology are the primary productive forces". He believes that the key to developing productivity is science and technology, and to develop science and technology, priority should be given to developing education. The cultivation of scientific and technological talents is based on education. The "three orientations" are the guiding ideology for China's education reform and development, requiring education work to closely integrate with the reality of China's modernization construction, cultivate talents with modern knowledge and skills, and provide strong talent guarantee for the country's modernization construction.

Comrade Jiang Zemin attaches great importance to youth education work, and his propositions on youth education have formed a complete educational ideology. Jiang Zemin emphasized at the Third National Education Work Conference the need to cultivate socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, and aesthetics. He pointed out that the popularization of science should especially start with young people, implement the strategy of rejuvenating the country through science and education, strengthen the education and training of young people, learn to view young people with new concepts and perspectives, be good at discovering young talents, and vigorously cultivate young talents (Lin, 2023). Jiang Zemin's proposition that "only by winning the youth can we win the future" is a response to General Secretary Xi Jinping's "if the young people are strong, the country will be strong".

General Secretary Xi Jinping attaches great importance to science education in primary and secondary schools, emphasizing the need to "stimulate teenagers' curiosity, imagination, and desire for exploration, cultivate a group of teenagers with the potential to be scientists and willing to devote themselves to scientific research." During a scientific symposium, the General Secretary noted that people are naturally curious and that children should be encouraged to have an interest in science so that they can learn more about science and the scientific method

and so that a large pool of teenagers who have the potential to become scientists can be formed (Liu et al., 2021).

2.2 Practical Basis

Practice brings true knowledge, and General Secretary Xi Jinping's profound understanding of youth science and technology education cannot be separated from his genuine experience in science and technology education. On the one hand, the emergence of Xi Jinping's important discourse on youth science and technology education is based on his educational experience since childhood, closely related to his desire for an educational powerhouse. On the other hand, General Secretary Xi Jinping's experience in educational management in political practice since entering politics has provided important practical basis for the proposal of the theory of science and technology education for young people.

3.0 THE SCIENTIFIC CONNOTATION OF XI JINPING'S IMPORTANT DISCOURSES ON SCIENCE AND TECHNOLOGY EDUCATION FOR TEENAGERS

The first is to establish morality and cultivate people. General Secretary Xi Jinping pointed out that the youth will be raised with the "four self-confidences". From a young age, they should have a firm determination to listen to the Party and follow the Party, study hard, establish ideals, hone their character, enhance their abilities, strive to achieve comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor, and become pillars of the country when they grow up. The core of youth technology education is technology literacy education, and it is also the fundamental task of implementing moral education and talent cultivation (Du & Zhang, 2022).

The second is the educational view under the system concept. General Secretary Xi Jinping's important discourse on education also contains rich systematic thinking and concepts. The educational view under the system concept is a comprehensive and holistic educational perspective, emphasizing that the various components of education are interrelated and influence each other. In educational practice, we adhere to using a systematic and forward-looking approach to think about educational issues, plan educational development globally, strategically layout the future of education, and promote educational reform as a whole (Zheng et al., 2022).

The third is the concept of youth science and technology education. The country is strong when young people are strong. Science and technology education for youths must closely focus on the general requirements of building a strong education country, a strong science and technology country, and a strong talent country, implement the Party's education policies and fundamental tasks, cultivate young people's scientific and technological literacy and practical ability, and cultivate top-notch scientific and technological innovation talents to meet the requirements of building a modern power. The connotation of the concept of youth science and technology education includes the cultivation of scientific and technological literacy, guidance of innovative thinking, improvement of practical ability, education on science and technology ethics, interdisciplinary integrated teaching, methods of science and technology innovation education, support for teacher professional development, and integration and utilization of social resources (Ren, 2019).

The fourth is the concept of high-quality development of youth science and technology education. General Secretary Xi Jinping pointed out the need to accelerate the construction of a high-quality education system. Basic education should not only stimulate students' interest in pursuing science and exploring the unknown, cultivate their exploratory and innovative thinking qualities, but also cultivate their ability to comprehensively apply knowledge to solve problems. The high-quality development of youth science education, as a highly valued systematic project by the country, requires continuous efforts in cultivating innovative thinking, scientific and technological practical abilities, and improving scientific literacy to promote its in-depth development. Only in this way can more young talents with innovative spirit and practical abilities be cultivated, injecting strong impetus into the sustainable development of society.

4.0 THE CONTEMPORARY VALUE OF XI JINPING'S IMPORTANT DISCOURSES ON YOUTH SCIENCE AND TECHNOLOGY EDUCATION

It is, first and foremost, the action guide for carrying out science and technology education for teenagers in the new era. In the new era, Xi Jinping has constructed a theoretical system for youth science and technology education in China from a strategic perspective related to the rise and fall of the country and the realization of the great rejuvenation dream. He has profoundly expounded the strategic positioning, value orientation, and development direction of youth science and technology education, which has become the action guide for youth science and technology education in the new era (Huang & Lin, 2022).

The second is to use technology education to promote the growth and success of youth through educational guidance. As the hope for future technological innovation of our country and nation, youth, in Xi Jinping's important discourses on youth science and technology education, embody rich educational concepts such as "innovative thinking," "innovative ability," "scientific literacy," "scientific spirit," "comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor," and "outstanding reserve talents in scientific and technological innovation." It is an organic integration of educational elements, providing spiritual guidance for young people to establish lofty ideals, serve the country with science and technology, and root in patriotism (Wang, 2021).

The third is the mission call of the national youth science and technology education front in the new journey. The report of the 20th National Congress of the Communist Party of China, as a great action plan for realizing the great rejuvenation of the Chinese nation, has issued a new call to mission for China's science and technology education on the new journey. Strengthening science and technology innovation education during adolescence and enhancing the scientific literacy of young people are of great significance for improving the country's independent innovation capabilities, achieving comprehensive, coordinated, and sustainable economic and social development under the new normal, and building an innovative country.

5.0 CASE ANALYSIS

5.1 Background of the Case

On March 5-6, 2023, the research team conducted research and investigation on youth science and technology education activities in Yucheng Fourth Primary School, Hanbei Tzu Chi

Primary School, and Guanghua School under the Four Primary School Education Group in Ya'an City, Sichuan Province. They visited the students' science and technology activity rooms and works, listened to detailed introductions from the Education Bureau and schools, and had in-depth discussions and exchanges on prominent issues at the policy, school, teacher, and student levels. In the same month, the research team went to Lianjie Town Central School in Weiyuan County, Neijiang City, Sichuan Province to participate in the 2023 "Double Reduction" Work Report and Science and Technology Innovation Competition Exhibition with the theme of "Science and Technology Innovation Building Dreams to Support 'Double Reduction'". The members of the research team visited nearly a hundred technological works created by students on site and listened to on-site introductions from school leaders, teachers, and classmates. After the event, a symposium was held on technology education activities to gain a detailed understanding of the school's implementation of technology education activities, the problems encountered, and the urgent expectations.

5.2 Summary of Practice

Firstly, it is highly valued in terms of ideology. Under the guidance of Xi Jinping's important discourse on youth science and technology education and relevant national and provincial policies, the Education and Sports Bureau, universities, schools, families, and society attach great importance to the work of youth science and technology education, and regard the cultivation of scientific and technological qualities and the improvement of scientific and technological innovation practical abilities as a fundamental and strategic task of compulsory education.

The second is to further improve the institutional mechanisms. Against the backdrop of the continuous introduction of relevant policies by the education department, primary and secondary schools are the main battlefield for science and technology education work. By continuously strengthening the connotation construction, such as institutional construction, curriculum construction, teacher training, event organization, hardware construction, etc., the science and technology education work for primary and secondary school students can be further strengthened.

The third is the diversification of participating entities. In addition to the education department and primary and secondary schools, universities, families, society, and individuals actively cooperate, participate, and integrate into science and technology education activities in primary and secondary schools, providing educational assistance, financial support, hardware improvement, enlightenment education, atmosphere creation, etc., forming a good situation of multi-party participation, joint management, cohesion, and collaborative promotion.

Fourthly, significant educational achievements have been made. In recent years, we have won many awards in the field of science and technology education, many of which are national and provincial awards, which fully demonstrates the great progress made in science and technology education work. Through rich science popularization and technological activities, students' interest in scientific and technological innovation has been stimulated, their strengths have been cultivated, their practical abilities have been improved, the spirit of scientific and technological innovation has been inherited, and a good atmosphere has been created for them to speak, love, learn, and use science, aspire to become the technological elites of our country, and become

brave and innovative young people in the new era. At the same time, it has improved the technological quality and teaching research ability of the teaching staff, providing intellectual support for the high-quality development of science and technology education work.

5.3 Existing Problems

The first issue is the allocation of educational resources. Currently, there is a significant imbalance in resource allocation for youth technology education. Schools in urban areas usually have more abundant educational resources, such as advanced experimental equipment, sufficient funding, and excellent teacher teams, while rural areas or schools are relatively scarce. This imbalance has led to differences in educational opportunities, affecting the popularization and deepening of technology education.

The second issue is related to curriculum design and teaching materials. In terms of curriculum design, although many schools have already offered courses related to science and technology education, the overall proportion of science and technology courses in the curriculum system is still relatively low. At the same time, the compilation and updating of science and technology education textbooks are relatively lagging behind, and the content often lacks timeliness and foresight, which cannot well meet the needs of students.

The third is the issue of teacher resources and training. Currently, the teaching staff in the field of science and technology education is relatively weak. Many teachers lack a technological background and practical experience, which makes it difficult for them to effectively impart technological knowledge and cultivate students' technological literacy in the teaching process. In addition, some teachers have limited understanding and mastery of emerging technologies, making it difficult for them to keep up with the pace of technological development. The professional training mechanism for technology teachers is not perfect, which affects their professional growth.

The fourth is the issue of practical activities and platforms. Practice is an important part of technology education. However, the opportunities and platforms for youth technology education practice activities are still limited at present. The low participation of schools and social organizations in technological activities and the lack of diverse practical projects limit the improvement of students' practical abilities.

The fifth issue is the level of student participation. The degree of student participation in technological activities varies greatly. Some students are interested in technology and actively participate in various technology projects; However, another group of students lack enthusiasm for participation due to various reasons. They often see technology courses as a burden and lack the willingness to actively learn and explore. How to stimulate more students' interest in participation is an important issue facing current technology education.

The sixth is the issue of technological innovation achievements. In terms of technological innovation achievements, although teenagers have achieved certain results in certain fields, overall. The quantity and quality of innovative achievements still need to be improved. This is related to various factors such as the cultivation of students' technological literacy, the allocation of educational resources, and the creation of a technological innovation environment.

The seventh is the issue of social support and recognition. The level of support and recognition from society for youth technology education is gradually increasing. The government, enterprises, and social organizations have all provided support and assistance to varying degrees. However, compared to the importance of technology education, existing social support is still insufficient and needs to be further strengthened.

6.0 RESEARCH ON THE PRACTICAL PATH OF XI JINPING'S IMPORTANT DISCOURSES ON YOUTH SCIENCE AND TECHNOLOGY EDUCATION

Based on the research of Xi Jinping's important discourses on youth science and technology education, combined with the practical summary and main problems of case studies, this research explores the practical path of youth science and technology education development from three dimensions: carrier construction, institutional mechanism guarantee, and collaborative promotion.

6.1 Carrier Construction

The construction of carriers is the cornerstone of the development of youth science and technology education. Promote the organic integration of Xi Jinping's important discourses on youth science and technology education into the education of schools, families, society, and individual students, fully leveraging the leading role of schools, the enlightening role of families, the supportive role of various sectors of society, and the self-potential release role of individuals.

Firstly, it is necessary to promote the integration of important discourses into the ideological and political construction of the school's science curriculum. As a compulsory course in primary and secondary schools, science courses are the main link for young people to receive science education and participate in scientific and technological activities. At the same time, it undertakes the fundamental task of implementing moral education and nurturing people, and is an important carrier for carrying out ideological and political education.

The second is to deeply explore the elements of educating talents. By delving deeper into the educational elements of important discourse, further strengthening the construction of the science and technology education textbook system, enriching the resources and material library of science and technology teaching courses, enhancing the scientificity and practicality of courses, strengthening the theoretical construction of science and technology courses, and laying a solid foundation for the development of science and technology education for youths.

Thirdly, carry out practical activities in science and technology education. By actively carrying out scientific and technological innovation practices, stimulating students' interest in participating in scientific and technological activities, cultivating innovative thinking, enhancing innovation capabilities, injecting spiritual energy into participating in scientific and technological innovation, and cultivating national sentiment.

Fourthly, regular special parent meetings and parent-child activities should be held to guide families to attach importance to the enlightening role of students' science and technology education, and to form a good family science atmosphere.

Fifth, make full use of external resources. By creating a diversified and innovative technology education platform, we provide students with rich practical opportunities. Fully utilize modern technological educational methods, innovate educational models, and improve quality and efficiency. At the same time, it is also possible to establish cooperative relationships with universities, research institutions, etc., share resources, and provide students with a broader space for technological exploration.

6.2 Institutional Mechanism Guarantee

The guarantee of institutional mechanisms is a key factor for the sustainable development of youth science and technology education, and a long-term mechanism needs to be formed. Firstly, the government should establish a relatively fair mechanism for allocating educational resources and narrow the gap in technology education resources between urban and rural schools. A series of important statements such as "optimizing the allocation of educational resources, gradually narrowing the regional, urban-rural, and inter school gaps" and "promoting educational equity and high-quality educational resource supply" all reflect General Secretary Xi Jinping's high attention to issues such as educational equity and resource allocation. In recent years, the Ministry of Education and multiple departments have issued a series of policy documents regarding science education in primary and secondary schools. On the one hand, education departments at all levels should focus on policy interpretation, increase policy publicity, and promote the formation of a strong atmosphere of attaching great importance to science education in various primary and secondary schools; On the other hand, relevant departments and primary and secondary schools should strive to improve the policy implementation mechanism to ensure the timely implementation of various policy documents.

The second is to adhere to a problem oriented approach, identify development shortcomings, and conduct a comprehensive evaluation of the quality of science education in primary and secondary schools in different regions through value-added evaluation and other methods. Based on the evaluation results, make better through improvement, form a closed-loop management mechanism for the entire process of "evaluation-improvement-better" in science education in primary and secondary schools.

Thirdly, in accordance with the national science curriculum standards, we should establish a quality evaluation system for science education in primary and secondary schools in the new era as soon as possible, construct a diversified evaluation mechanism for science course teachers, and form scientific, systematic, and comprehensive evaluation standards. Incorporate core indicators such as the quality of science education in primary and secondary schools, the allocation of science education teachers, and the situation of experimental teaching equipment into the scope of school annual assessment, teacher annual assessment, and professional title evaluation. Transform from a single evaluation to a multidimensional evaluation, and turn "soft indicators" into "hard indicators".

Fourthly, in terms of teacher guarantee, primary and secondary schools should establish corresponding incentive mechanisms, actively play the main role of science and technology education teachers, strengthen teacher training and introduction, and enhance teachers' professional competence and practical ability.

6.3 Collaborative Promotion

In order to do a good job in children's work in the new era and new journey, General Secretary Xi Jinping attaches great importance to the integration of diverse subjects such as "family, school, and society", and clearly requires "schools, families, and society to cooperate closely and work together". Therefore, coordinated promotion is an important guarantee for the development of youth science and technology education.

Firstly, we need to achieve synergy between families and schools. When General Secretary Xi Jinping talked about children's education methods, he once mentioned that schools should take on the main responsibility for students and their families. Parents should respect the school's teaching arrangements, respect teachers, and work together with the school to improve students' learning and education. At the same time, families should emphasize words and deeds, teach knowledge and cultivate morality, lead by example and be influenced by others, help children fasten the first button of life, take the first step in life, cultivate good family traditions, and provide them with role models and guidance. Family is the starting point for teenagers to recognize science and establish scientific thinking awareness. Various types of information obtained by researchers in surveys have repeatedly pointed to the important role of family in teenagers' participation in technological activities.

Secondly, we need to promote school community cohesion. In the practice of youth science and technology education, it is necessary to play an important role in the community, follow the construction concept of putting youth first, and incorporate youth science and technology education venues and facilities into community construction. At the same time, we should fully leverage the leadership core role of community party organizations, conscientiously study and implement General Secretary Xi Jinping's important instructions on education and youth education, regularly organize and carry out rich and colorful youth science and technology innovation activities, actively cultivate community youth science and technology innovation organizations, and promote the vigorous development of community science and technology innovation activities.

Once again, we need to achieve powerful media. General Secretary Xi Jinping attaches great importance to propaganda work under the new situation, therefore, it is necessary for various mass media platforms to expand publicity and promotion, create a good educational environment, and form an active participation atmosphere to promote the whole society's concern and attention to youth science and technology education work.

In short, it is necessary for the government, education management departments, and relevant departments such as technology, culture, and propaganda to establish close cooperative relationships and form a working force. At the same time, schools, families, society, individuals and other parties should actively participate, form a good situation of joint management, and jointly promote the development of youth science and technology education.

REFERENCES

Chen, R.H. (2022). [Daily Habits Talk] Guidance and cultivation of interest in science should start from childhood. Retrieved from http://news.cnr.cn/dj/sz/20220531/t20220531_525844012.shtml

- Du, Y., & Zhang J. (2022). Problems and solutions of youth science and technology innovation education. *Science Fiction Pictorial*, 4,57-58.
- Huang, J.Y., & Lin Z.H. (2022). Discussion on the development of science and technology education in high school. *College Entrance Examination*, 11,111-113.
- Lin,Y.S. (2023). Exploration of Xi Jinping's Important Discourse on Labour Education. *Journal of Jiangsu Engineering Vocational and Technical College*,2,83-87.
- Liu, S.L., & Tao Yang, et al.(2021). The theoretical and practical logic of Xi Jinping's important discourse on education. *Journal of Inner Mongolia Normal University (Education Science Edition)*,1,10-14.
- Ren, Q.Z. (2019) .Youth science and technology education is an important way to cultivate future innovative talents. *Research on Communication Power*, 30,233-235.
- Ren, X.W. (2020). The Scientific Theoretical System of General Secretary Xi Jinping's Important Discourse on Education and Its Original Contribution. *Research on Marxist Theory Education in Colleges and Universities*, 1,37-46.
- Wang, C. (2009). Exploring the causes of stagnation of traditional Chinese science and technology culture. *Journal of Kaifeng University*, 4, 14-16.
- Wang, J.M. (2021). Implications of higher education institutions' participation in science and technology education in primary and secondary schools - An example of long-term science and technology education programmes in three institutions in New Zealand. *Science and Technology in Chinese Universities*, 08,55-59.
- Xi Jinping: The Governance of China (Volume 2).(2017). Foreign Languages Press, Beijing.
- Xi Jinping: The Governance of China (Volume3).(2020). Foreign Languages Press,Beijing.
- Zheng, Y.H., Yang, X.Y., Yuan, Z., & Lu, Y.X. (2022). High-quality science education system: connotation and framework. *Chinese Journal of Education*, 10,12-18.
- [Project source]:** Municipal Philosophy and Social Science Planning Project of Neijiang City, Sichuan Province, 2023 NJ2023YB007: Research on General Secretary Xi Jinping's Important Discourses on Youth Science and Technology Education.