

The Problems and Solutions of Integrating Ideological and Political Education Into Professional Courses

Xiao-Li Ren, Xiao-Yong Liu, Xiao-Ping Ren, Chao-Ya Sui, Jun-Xia Yang

Chongqing Chemical Industry Vocational College, Chongqing 401228, China

Abstract Course ideological and political education is a new curriculum and educational concept that has emerged with the development of the times. It is conducive to providing ideological and political education and moral education to students, aiming to integrate ideological and political education into the entire process of classroom teaching, and achieve a new perspective of all-round, whole process, and all staff education. The article analyzes the misunderstandings and existing problems in the understanding of ideological and political education in courses, and proposes specific solutions to provide reference for subsequent research.

Keywords Curriculum ideology and politics; Professional courses; Problem; Solution

Cite This Article Ren X.L., Liu X.Y., etc. The Problems and Solutions of Integrating Ideological and Political Education Into Professional Courses. *Education Theory: Teaching and Learning*. 2024,3(2):28-34. <https://doi.org/10.55571/ettl.2024056>

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Received: March 26, 2024 / Accepted: April 6 2024 / Published: April 26, 2024

Introduction

Curriculum ideological and political education is an educational philosophy that integrates ideological and political education into various courses, cultivating college students into builders and successors of socialism with Chinese characteristics; It is also a teaching method that extracts, sublimes, and timely presents the ideological and political elements contained in professional courses to students, in order to achieve long-term and subtle education in ideological aspects such as ideal beliefs, moral character, and personal cultivation. In May 2020, the Ministry of Education's "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum" clearly stated that the ideological and political elements of higher education curriculum mainly revolve around political identity, patriotism, cultural literacy, constitutional and legal awareness, and moral cultivation, and combined

with the characteristics, thinking methods, and value concepts of different courses, a detailed list of ideological and political content that different majors need to focus on integrating. The author believes that any words or actions that can reflect truth, goodness, beauty, and promote positive energy can be called curriculum ideological and political education. There are also various problems in the construction of ideological and political education in the curriculum. This article explores the problems and solutions of integrating ideological and political education into professional courses.

Misunderstandings in understanding ideological and political education in courses

Since the Central Committee of the Communist Party of China called on schools across the country to launch a wave of curriculum ideological and political construction, although many teachers and university practitioners have expressed their understanding of curriculum ideological and political education, there is still a certain degree of misunderstanding of curriculum ideological and political education in specific work practices. These misunderstandings are concentrated in the following aspects.

Misunderstanding: Failure to distinguish between ideological and political courses in the curriculum. Course ideological and political education is rooted in professional courses and processed by extracting ideological and political elements from them. Only with ideological and political elements in a class can there be a small amount of course ideological and political education. If there is no such element, do not mention it forcefully; And ideological and political courses are more professional and systematic in ideological and political education. Each class revolves around ideological and political education, and it is inevitable that ideological and political education will last for a long time.

Misconception of the object: The understanding of the object of ideological and political education in the curriculum is narrow, and it is usually believed that the object is students. However, professional course teachers should also be the object of ideological and political education in the curriculum. The words and actions of teachers can have a direct or indirect impact on students, and teachers should first engage in self ideological and political education before taking the course. Imagine a teacher preaching or teaching lesson preparation from several years ago, how can students appreciate the spirit of innovation and diligence?

Misconception of occasions: It is believed that ideological and political education in courses only refers to 45 minutes of ideological and political education in the classroom. In fact, places where teachers and students coexist outside of the classroom, on campus, and even in society can become important occasions for ideological and political education in courses. Even the ideological and political effects in these informal occasions may be more authentic and effective than in the classroom.

Misconception of approach: It is believed that ideological and political education in the curriculum is carried out through preaching methods such as shouting slogans and reading policies. It's not that ideological and political education in courses cannot shout slogans or read policies, but can be carried out in a more advanced and easily accepted way for students, such as through the teacher's words and deeds, silent communication and cooperation between teachers and students. The expression of ideological and political education in courses is diverse, and the more natural and heartfelt the words and actions, the more it can reflect the original meaning of ideological and political education in courses.

Misconception of evaluation: Lack of effectiveness evaluation for curriculum ideological and political education, believing that curriculum ideological and political education is not a component of curriculum teaching effectiveness evaluation, only emphasizing the achievement of professional knowledge in curriculum assessment, and neglecting the effectiveness evaluation of curriculum ideological and political education.

Problems in ideological and political education in the curriculum

The problem of emphasizing the imparting of professional knowledge and skills over the cultivation of humanistic literacy in courses. Traditional professional course teaching mainly focuses on the teaching of professional knowledge and the cultivation of skills, with little or no consideration given to the needs of ideological and political education in the curriculum in terms of talent cultivation goals, curriculum system, and curriculum content; In teaching, there is also less emphasis on guiding students in terms of their outlook on life, values, and other humanistic qualities, and less emphasis on clear requirements for improving the professional ethics of teachers.

The problem of emphasizing the form of ideological and political education in curriculum and neglecting the essence of ideological and political education in curriculum. The understanding of ideological and political education in the curriculum is superficial, and in terms of methods, there is a habit of speaking big, shouting slogans, and preaching, lacking the art of "savoring salt"; Simply understanding students as the subject of education while neglecting the teacher's subjectivity; In terms of category, it is simply understood as in the classroom and neglects extracurricular activities, as well as in daily life and society; In terms of concept, ideological and political education in the curriculum is simply understood as a gust of wind like movement rather than a sustained reform that needs to be implemented in the long term.

The problem of emphasizing the evaluation of course teaching content and neglecting the evaluation of course ideological and political effects. Whether it is a process evaluation or a conclusion evaluation, the assessment content, methods, and forms are all based on the mastery of the course teaching content as the evaluation goal, and the effectiveness of course learning is determined by the level of professional scores. There is little consideration or little involvement in the evaluation of the ideological and political effects of the course.

Implementation Path of Course Ideological and Political Education

Teachers are the main body of implementing ideological and political education in the curriculum. Teachers should be upright and appropriate in their words and actions in all aspects of classroom teaching and daily life, so that ideological and political education with students can be convincing. Only when teachers are full of teaching sentiment and positive energy from the inside out, can their ideological and political education in the curriculum achieve the effect of being a role model and influencing others unconsciously. In addition, teachers also need to grasp the degree of ideological and political education in the curriculum, that is, the duration and frequency of ideological and political education in the curriculum. Talking too much or too frequently may lead to suspicion of preaching, which can easily cause students to feel disgusted. According to the survey results, 87.25% of the students who participated in the survey believe that it is necessary to integrate ideological and political

education into professional courses, that is, the vast majority of students recognize ideological and political education in courses. Therefore, teachers can intersperse one or several ideological and political elements in each knowledge point of the class, that is, there is something in the classroom, achieving a cumulative effect of water dripping through stone. Meanwhile, students generally believe that a 45 minute class should accumulate 1-5 minutes for ideological and political education, with 81.21% of students believing that 10 minutes is the limit. Therefore, although there is a lecture in the classroom, it must be taught within a limited time, and it is not advisable to let ideological and political education dominate the course content. Through teaching practice, it has been found that spending less than 1 minute on ideological and political elements in a course has the best effect, and the longer the time, the less effective it is.

A good lesson must be supported by good teaching content (including professional and ideological content), which usually meets the requirements of high intention, good script, and clever design. If a class is compared to a movie, the first thing to do is to have a high intention, that is, all teaching work should have a high intention, always revolve around the goal of "educating people for the country and talents for the party", cultivate students' Marxist and socialist core values, and deliver true, good, beautiful, and positive energy. Secondly, the script is good, which means that the teaching content as a carrier of ideological and political education is good. Closely follow the development of social economy and industry, reflect the forefront of theory and disciplinary development, and integrate ancient and modern, as well as Eastern and Western development, to reconstruct the knowledge of the teaching content; The better the teaching content, the richer the ideological and political elements, and the easier and more natural the integration of ideological and political education into the curriculum. Finally, it is necessary to design skillfully, and to do a good job in teaching design. A systematic and meticulous arrangement should be made from various aspects such as pre class preview, course introduction, in class explanation, and post class summary and practice. The timing and methods of integrating ideological and political education into the curriculum should be carefully designed, and the best of the best should be selected to make the presentation of teaching content novel and unique, and the teacher's classroom performance appropriate and interesting. This is the most time-consuming and constantly polished task for teachers, and it is also the key to delivering a good lesson.

To achieve the expected goals of ideological and political education in science and engineering courses, it is necessary to carefully study teaching methods. Different from the teaching of ideological and political courses, the teaching of science and engineering courses is compared to stir frying. Professional knowledge is still the main body and focus of the entire course teaching. Course ideological and political education is like adding seasoning when stir frying, with the effect of adding the finishing touch. Therefore, in teaching, attention should be paid to selecting appropriate methods and seizing opportunities. The American audiovisual educator Dell's "Tower of Experience" theory summarizes teaching skills into three sub dimensions: teaching, demonstration, and interaction [1]. Based on this, a teaching method system for ideological and political education in science and engineering courses can be constructed based on the characteristics of ideological and political elements and the acceptance of ideological and political elements by students. Specifically, the teaching philosophy of "student-centered" is implemented, with student autonomy and collaborative learning as the main focus. Teachers are leaders, while students are discoverers, explorers, experimenters, and even innovators. Before teaching, teachers need to conduct a thorough analysis of the learning situation and student needs. Through various methods such as heuristic, BOPPPS, inquiry, discussion, independent practice,

and visiting learning, they can effectively convey and immerse the ideological and political elements contained in professional courses. At the same time, further highlight the ideological and political elements that students are interested in and easily accepted in the teaching process, or have teachers explain them in a vivid manner or ask students to self explore. In addition to the conventional teaching methods mentioned above, teachers can also try to use some new modern educational technology methods to interpret and present the ideological and political education of the curriculum in an artistic way, giving students the right to speak and choose, teaching ideological and political education in a way that students like, and encouraging students to actively practice it. This requires continuous innovation and timely updates of the curriculum. When implementing ideological and political education in the curriculum, teachers should also explore and creatively display ideological and political elements in the curriculum through multiple channels. Through investigation and research, it has been found that direct perception through videos and pictures, as well as teachers not speaking or experiencing through course practice, is more easily accepted through direct perception through videos than through direct perception through pictures or preaching, and also far greater than through self-learning and slogan style direct communication. In addition, influencing students through the words and deeds of teachers is also an important way of ideological and political education. Through the survey of the degree of interest in ideological and political points of the curriculum, it is found that people have the highest interest in current news and social hot topics, followed by celebrity anecdotes, scientific anecdotes, historical allusions, traditional culture, etc., while they have low interest in national policy documents, important speeches of leaders, ideological and political elements of the curriculum in and out of class practice, and classic works of Marx and Mao Zedong. These survey data provide important references for teachers in selecting course ideological and political cases, designing teaching methods, and other aspects.

Course assessment is one of the difficulties in course construction. The traditional assessment of science and engineering courses usually focuses on the mastery of professional knowledge points, and the answers are usually standard, fixed, or unique. The scale for evaluating educational effectiveness should not only be the improvement of the knowledge and ability of the learners, but also the perfection of their human nature [2]. Objective quantitative evaluation should be gradually combined with subjective validity testing. In terms of assessment objects, it is generally believed that course assessment is to test students. Due to the fact that the ideological and political education curriculum targets both students and teachers, it is not only necessary to assess students, but also teachers, that is, to test teachers and students. Integrating the evaluation of ideological and political education into the assessment system requires incorporating the cognition, emotions, values, scientific spirit, professional attitude, and even personality of teachers and students, reflecting the humanistic, diverse, inclusive, and flexible nature of the evaluation. Therefore, the assessment of the ideological and political effects of student courses mainly tests students' learning attitude, professional spirit, professional ethics, and personal qualities, while teacher assessment mainly tests teacher ethics, professional competence, and professional ethics. "The process and long-term assessment" is reflected in the fact that teachers and students should pay more attention to process evaluation and long-term evaluation in carrying out ideological and political education in courses than professional knowledge assessment. Unlike the instant learning and application of professional knowledge, the course of ideological and political education is a long-term, gradual and gradual process, and the gains it brings to teachers and students can be elevated to the spiritual level and displayed in daily life and learning work. Therefore, it is

necessary to attach importance to long-term and process assessment. The effectiveness of ideological and political education in the curriculum can be reflected in various aspects, such as performance both on and off campus during the study period and after graduation. During the period of study, both on and off campus performance can refer to the ideological and political qualities demonstrated by teachers and students in the process of completing teaching tasks and in their daily lives. Quantitative evaluation can also be attempted in the final assessment. The performance after graduation can be reflected through positive indicators such as industry contribution rate and negative indicators such as crime rate, which are linked to the reputation of teachers and the quality of talent cultivation in schools. 36.24% of students believe it is necessary to include ideological and political education in the final course assessment, while some students provide feedback that it can be assessed, but the proportion should not be too high. When attempting to set questions related to ideological and political education in the final exam paper in teaching practice (with a score of 3%), students have a high enthusiasm for answering such questions, with a large number of words and good quality. They have a basic understanding of the key points of ideological and political education in the course, and have talked a lot about their patriotism, scientific spirit, and personal development. Of course, it has also exposed some problems such as shortsightedness and incomplete cognition, but overall, the results are significant and provide direction for the continuous improvement of ideological and political education in teachers' subsequent courses.

Conclusion

High quality curriculum ideological and political education is a two-way communication between teachers and students, and it is also a problem that needs to be addressed in order to run a good curriculum ideological and political education in the new era. This article explores the problems and solutions of integrating ideological and political education into university professional courses from a micro perspective, combining theory with practice. The construction of ideological and political education in courses is a systematic project [3]. The key to ideological and political education in the curriculum lies in the teachers, and its effectiveness largely depends on the active participation and effective cooperation of teachers, teaching assistants, university leaders, and relevant institutions. Strengthen the construction of grassroots teaching organizations, widely mobilize, deeply discuss and innovate the ways and methods of ideological and political education in courses, cultivate a group of teachers and their teams with good professional ethics and high level of ideological and political education in courses, and reform and improve the regular supporting management systems such as teacher assessment, promotion and evaluation, funding support for the construction of ideological and political education textbooks, and cooperation and exchange with university leaders, so as to make ideological and political education in professional courses popular on university campuses, To truly implement internships and align various courses with ideological and political theory courses, forming a synergistic effect, is an important part of building a long-term mechanism for curriculum ideological and political reform.

Acknowledgement

This work was supported by Chongqing Chemical Industry Vocational College of Teaching Reform

Research Project(Project Number: JG202301).

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