

Practice and Exploration of “Full-Course Ideological and Political” in Colleges --Take Wenzhou City University as an Example

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Abstract: Under the ideological and political situation, the concept of promoting all-employee and full-course education through curriculum ideological and political construction has been deeply adopted by people. In the past few years, Wenzhou City University has implemented curriculum ideological and political education. The deviation of the curriculum ideological and political understanding, the lack of pertinence and effectiveness of curriculum ideological and political implementation and the absence of working mechanism and departmental functions have affected the function of curriculum ideological and political education. The school should firmly establish the core concept of ethics and cultivating people, combine the characteristics of running a school, and build a full-staff and full-course education system of Wenzhou City University from the three dimensions of “decent, comprehensive and point”.

1. Introduction

Ideological and political class refers to the form of constructing a pattern of educating people for the whole staff, the whole process, and the whole course, which is a kind of co-existence of various courses and ideological and political theory courses, forming a synergistic effect. And it takes “build morality and cultivate people” as the fundamental task of education Comprehensive education concept. In 2005, Shanghai launched the “Two Programs Education”, promoted the curriculum reform of “Subject Moral Education”, incorporated moral education into the work of curriculum reform, and gradually explored the transition from ideological and political courses to curriculum ideological and political. In recent years, Wenzhou City University has boldly explored the construction of “full-course ideological and political” under the big ideological and political pattern. It promoted the practice of full-course and full-course education, carried out in-depth curriculum ideological and political practice. What’s more, Wenzhou City University strives to build an ideological and political pattern of education for all employees, all courses, and all courses.

2. The Current Situation of Ideological and Political Courses in Wenzhou City University

In recent years, Wenzhou City University has actively explored the methods and paths of “full-course ideological and political” work through many ways, such as the “Internet +”, classroom

teaching evaluation, curriculum ideological and political topic lectures, curriculum ideological and political program design competitions.

In 2019, in order to promote the construction of curriculum ideological and political work, the school requires teachers of professional and general courses to integrate ideological and political elements into the characteristics of the subject to carry out curriculum ideological and political work. And this should be reflected in the “semester teaching schedule” of each course. In the fall of 2019, excluding the ideological and political theory courses, the school offered a total of 106 courses. Among the 47 courses offered by our teachers, 35 courses have ideological and political elements. Among 59 courses offered by teachers from other schools, 38 courses have ideological and political elements. The curriculum ideological and political implementation rates of teachers in our school and foreign teachers were 74.46% and 64.41% respectively, and the total implementation rate reached 68.87%.

At the same time, in order to gain a deeper understanding of the implementation of the school curriculum ideology and politics, the school launched the “Questionnaire Survey on the Implementation of Curriculum Ideology and Politics.” The questionnaire was put out for teachers in the class, then 43 valid questionnaires were obtained. The following is the survey situation:

Table 1 Questionnaire Survey On the Implementation of Ideological and Political Courses in Wenzhou City University

<i>content</i>	<i>type</i>	<i>options</i>	<i>proportion</i>
<i>What's your job title?</i>	<i>Single choice</i>	<i>Senior</i>	<i>0%</i>
		<i>Deputy senior</i>	<i>26.47%</i>
		<i>lecturer</i>	<i>41.18%</i>
		<i>assistant</i>	<i>32.35%</i>
		<i>Other [detailed]</i>	<i>0%</i>
<i>Your teaching courses include</i>	<i>Single choice</i>	<i>Ideological and Political Course</i>	<i>8.82%</i>
		<i>General education</i>	<i>17.65%</i>
		<i>Professional courses</i>	<i>64.71%</i>
		<i>I'm an executive</i>	<i>8.82%</i>
<i>What is your understanding of Ideological and political education</i>	<i>Single choice</i>	<i>Do not understand</i>	<i>2.94%</i>
		<i>commonly</i>	<i>35.29%</i>
		<i>understand</i>	<i>61.76%</i>
		<i>Very well</i>	<i>0%</i>
<i>Do you know the difference and connection between “Curriculum Ideological and Political” and “Ideological and Political Course”?</i>	<i>Single choice</i>	<i>perfectly clear</i>	<i>32.35%</i>
		<i>Some understanding</i>	<i>50%</i>
		<i>know of</i>	<i>5.88%</i>
		<i>hear nothing of</i>	<i>11.76%</i>
<i>Are you consciously incorporating the content of ideological and political education in your current teaching?</i>	<i>Single choice</i>	<i>often</i>	<i>44.12%</i>
		<i>occasionally</i>	<i>47.06%</i>
		<i>Not at all</i>	<i>8.82%</i>
<i>Do you have any concerns about incorporating ideological and political elements into the curriculum?</i>	<i>Multiple choice</i>	<i>paste classroom teaching time</i>	<i>5.88%</i>
		<i>Teacher preparation becomes more difficult</i>	<i>44.12%</i>
		<i>Unsure of the accuracy of ideological and political education</i>	<i>61.76%</i>

		<i>Students may be resistant</i>	26.47%
		<i>other</i>	2.94%
<i>In your opinion, what's the biggest difficulty in carrying out curriculum ideological and political teaching?</i>	<i>Multiple choice</i>	<i>Lack of understanding of Ideological and political teaching theory</i>	32.35%
		<i>It is difficult to deeply integrate knowledge and ideological and political elements</i>	61.76%
		<i>Lack of innovation and novelty</i>	41.18%
		<i>The teaching task is heavy and the design of Ideological and political courses takes a long time</i>	23.53%
		<i>It is difficult to evaluate the teaching effect</i>	0%
<i>What kind of help do you need most in the course of ideological and political construction?</i>	<i>Multiple choice</i>	<i>Exploration of Ideological and political elements integrated into Curriculum</i>	64.71%
		<i>Study and Discussion on teaching methods, methods and means</i>	61.76%
		<i>Observe the teaching process of excellent demonstration course on the spot</i>	58.82%
		<i>Obtain special funds to support scientific research</i>	23.53%
		<i>other</i>	2.94%
<i>Is the curriculum ideological and political demonstration class helpful for you to develop the curriculum ideological and political?</i>	<i>Single choice</i>	<i>Very helpful</i>	32.35%
		<i>It helps</i>	61.76%
		<i>The effect is very little</i>	5.88%
		<i>It didn't help at all</i>	0%
<i>What do you think the school should take to promote the in-depth development of curriculum ideology and politics?</i>	<i>Multiple choice</i>	<i>Establish rules and regulations, refine the specific requirements of implementation</i>	41.18%
		<i>Strengthen the linkage between departments and build a collaborative education mechanism</i>	52.94%
		<i>Launch a series of Demonstration Courses to create an ideological and political gold course</i>	79.41%
		<i>Strengthening the cultivation of teachers' Ideological and political ability</i>	76.47%
		<i>Other measures</i>	0%

3. The Practice of Ideological and Political Courses in Wenzhou City University under the Pattern of “Big Ideological and Political”

Wenzhou City University firmly establishes the core concept of morality and talent cultivation. And it build a full-member, full-course curriculum ideological and political education system according to the characteristics the school. Wenzhou City University mainly constructed the curriculum structure

from the three dimensions of “decent, comprehensive, and point”.

3.1 Physical: Do Well in Top-Level Design and Build a Full-Course Education System under the Big Ideological and Political Pattern

The construction of the full-course education system of Wenzhou City University under the big ideological and political pattern. It is necessary to take curriculum as the main body, with cultural ideological and political, network ideological and political as infiltration, and subject ideological and political support as a “big ideological and political” education pattern. What’s more, it build an ideological and political overpass that runs through teaching, scientific research, practice, management, and subject construction. First, we must give attention to the role of the ideological and political theory reform leading group, incorporate the curriculum ideological and political into

the work content of the group. And improve the leadership mechanism of collaborative education under the “big ideological and political” pattern. In addition, coordinate the promotion of the curriculum ideological and political and ideological and political courses in the same direction. Second, we must promote the scientific research and practice of curriculum ideological and political science through the establishment of related research topics, teaching reform projects, and skill competitions. So we can enhance teachers' ideological and political ability and participation enthusiasm. Third, we must establish a guarantee and supervision mechanism for the quality of curriculum ideological and political implementation. What's more, play the role of supervision and feedback of teaching quality evaluation and establish a curriculum evaluation system that reflects the education of the whole curriculum. In addition, supervise the implementation of each curriculum.

3.2 Face: Explicit and Hidden Education, Promote Curriculum Ideological and Political and Ideological and Political Courses in the Same Direction

Explicit ideological and political education has a dominant position in ideological and political education. “It directly affects students through the content of public ideological and political education, and has an irreplaceable position in the transmission of ideas and values.” Ideological and political theory course, party building, academic team building etc. are all effective ways among them. Implicit ideological and political education is an important supplement to explicit ideological and political education. The essence of curriculum ideological and political education is in line with the “hidden” educational characteristics and practical representations of implicit ideological and political education. And it is a new form of implicit ideological and political education. Adhering to explicit and implicit collaborative education requires re-organizing the ideological and political theory courses, general education courses, professional courses, and practical teaching courses in terms of concepts, structure, content, and connection. What's more, the development of curriculum ideological and political resources can break through the limits of the ideological and political classroom boundaries and open up new functions of “course” value drainage and moral shaping. Make “classroom” truly the main channel of ideological and political education.

3.3 Point: Create Characteristic Courses and Play the Demonstration Effect of the “Golden Course” of Ideological and Political Courses

The essence of curriculum ideology and politics is a curriculum view. It is not addition of a course or an activity, but the integration of ideological and political education into all links and aspects of curriculum teaching and reform, so as to realize the education of morality and cultivation goals. In addition to strengthening the core concept of “teaching and educating people”, the implementation of curriculum ideology and politics also needs to answer teachers' doubts. In November 2019, the school adopted the “Spoken Language Skills” in the preschool education major “Spoken Language” course. One lesson is a demonstration, and ideological and political elements such as “Chinese culture, cultural roots, and the soul of the nation” are incorporated into professional courses to show school teachers how to teach ideological and political courses. A single course of ideological and political is a “point” attempt. While striving to create high-quality ideological and political golden courses, teaching demonstrations radiate other courses. However, full-staff and full-course ideological and political is not enough to rely on one “point” and one course. Schools need to improve courses. We should aim to perfect the ideological and political system and create a series of golden courses of ideological and political courses. And we need to play the role of supervision and evaluation at the same time. Only in this way can we ensure the

quantity and quality of the fundamental task of cultivating morality and cultivating people with “full curriculum ideological and political education”.

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