

# *Teaching Reform of Curriculum-Politics Integration in Private Application-Oriented Universities*

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**Abstract:** The combination of ideological and political courses of professional courses has played a synergistic role in the formation and cultivation of students' world outlook, outlook on life, values and ideals and beliefs in private application-oriented universities, and laid a solid foundation for students to grow into talents. The purpose of this paper is to study the teaching reform of curriculum-political integration in private universities. This paper discusses the basic academic conditions of private application-oriented universities, and analyzes the teaching reform path of curriculum-political integration from two aspects: the development of teaching process and the implementation of teaching evaluation. Taking college students as the subjects of the questionnaire survey, the results of the survey are deeply analyzed, so as to explain the achievements and shortcomings of the "curriculum ideology" in my country. Plan, carefully and systematically plan, carefully and systematically plan the implementation, achievements, existing problems, factors restricting the development of "curriculum ideological and political" construction in colleges, and promotion measures for the construction of "curriculum ideological and political" in colleges. Analyze and understand, so as to obtain more reliable and intuitive research results.

## 1. Introduction

Curriculum-political integration is a new type of educational concept proposed for the current situation of ideological and political education under the background of the new era[1-2]. All kinds of schools have successively started a series of exploration, implementation, reform, and construction of curriculum-political integration, integrating the content of ideological and political education, excavating its educative elements, exerting its educating value, and endowing professional courses with new connotations and vitality [3-4]. Under the background of the concept of full, and all-round education, the integration of curriculum and politics will definitely become the main theme of teaching and educating teachers in all kinds of schools. At present, the integration of curriculum and politics is in full swing. Teachers have carried out various forms of education in professional courses according to the training goals of various majors, while the development of ideological and political courses in private application-oriented universities is relatively lagging

behind.

In fact, curriculum construction, teaching content construction, and teaching method reform are organically linked and mutually influencing whole. Potvin P analyzes the unpredictability of primary science education in the Islamic State of Iraq and Syria (ISIS). Research questions focus on the general scientific quality of the five books, the integration of religious content, and the differences between science and religion that may arise due to the inclusion of these materials in the main text. This content analysis also focuses on the ideology/political ideology that underpins the content and its structure. It was concluded that ISIS's science education program appears to be dedicated to hero/government programs, among other things, promoting a relatively limited understanding of the work and content of science [5]. Bala E examines the impact of high school curriculum design and training culture on college student readiness. This study uses measurement methods and capabilities to obtain in-depth data. At this time, the researchers designed and distributed questionnaires to preparatory students at a private university in Erbil to examine students' perceptions of previous learning cultures based on their course background information, and then to analyze their current stage of personal preparation. As a result, students perceive their high school teachers as controlling and thus have no opportunity to improve their skills as independent students [6]. Therefore, based on the research results in the field of ideology and politics in colleges and universities, it is particularly important to carry out educational research and teaching of ideological and political courses in private colleges and universities. Promote the ideological and political construction and vocational training of private colleges and universities [7-8].

The state attaches great importance to the synergistic effect of various cultural courses and ideological and political education, but there are few relevant research results on the integration of the concept of "curriculum-political integration" in the teaching of private universities, and the research is relatively new. Under this premise, we research and explore a variety of feasible methods, analyze the characteristics of private application-oriented university teaching, and introduce the educational advantages of private application-oriented universities. From the specific aspects of excavating the ideological and political elements and teaching implementation paths of professional courses, we will promote the teaching practice research of private application-oriented universities under the concept of "curriculum-political integration". This is an important step in the field of "curriculum-political integration" in the field of professional courses.

## **2. Research on the Teaching Reform of Curriculum-Political Integration in Private Application-Oriented Universities**

### **2.1 Applied Education**

Application-oriented education is an education that local colleges and universities focus on cultivating high-quality, application-oriented talents with innovative consciousness and practical ability to meet the needs of economics in the region [9-10].

Applied education should cultivate applied talent for the region. There are a large number of colleges in my country, and each college has a certain service orientation for talent training. Application-oriented undergraduate colleges should focus on serving local and regional economic development. Moreover, the development of local colleges is intertwined with local economic and social development. Only by cultivating high-quality applied talents for regional economic development and serving local development can schools develop for a long time [11].

Application-oriented education should be based on training high-quality applied talents for the society. "Applied" refers to the ability to transform scientific theory into practical productivity, and also the ability to use theoretical knowledge to solve practical problems. It can be seen that applied

talents have more practical ability and can better adapt to the job requirements of production, management and service[12-13].

## 2.2 Basic Academic Conditions of Private Application-oriented Universities

In the information age, the Internet has become an indispensable part of people's daily life. While it brings convenience to people, it also breeds some bad social ethos. Secondary vocational students are at a stage where their minds are not yet mature. They are highly curious and have poor ability to resist temptation. They are easily affected by bad habits such as "money worship", "hedonism" and "fatherism". In teaching, teachers of ideological and political courses have an incomplete understanding of the professional ethics of each major due to the limitations of their majors. Professional course teachers generally pay attention to the theory and professional skills of professional courses and ignore the cultivation of morality and professional quality. This kind of course, the situation of "two skins" between professional courses and professional courses, has seriously affected the educational effect of ideological and political education and the training quality of secondary vocational talents [14-15].

## 2.3 Curriculum-Political Integration Teaching Reform Path

After a more accurate analysis of the basic academic conditions of secondary vocational colleges, it is necessary to establish the educational concept of "system education", with moral cultivation as the foundation, highlighting the orientation of talent training, and at the same time following the rules of vocational education and teaching, and closely connecting with today's vocational education. Vocational students should study and live in reality, respect their feelings and emotional experience, and be guided by problem awareness and practice awareness. While consolidating and improving the basic skills of students' professional courses, they also improve the effectiveness of students' sense of gain [16-17].

(1) The teaching process unfolds

1) Curriculum activity, activity curriculum

Taking project activities as the carrier, various course activities are carried out in the form of course ideological and political transformation of in-class teaching activities, and the norms of ideological and political courses are used to guide the ideological and political practice activities of extra-curricular courses, to realize the ideological and political teaching activities of intra-curricular courses and the thinking of extra-curricular courses. Political practice activities are interconnected [18].

2) The content is modernized, and the examination is ideological and political

Combined with the commemoration of major festivals and activities in the current period, with the important spirit as the theme, the skills application and comprehensive writing topics with a certain weight are specially designed in the final examination papers of each semester.

3) The whole process of assessment and the evaluation of evidence

Based on the principles of formative evaluation and procedural assessment, students' in-class learning and extra-curricular training, teacher requirements, and students' self-study process are included in the evaluation scope, as the main basis for students' academic performance evaluation.

(2) Implementation of teaching evaluation

1) Evaluation Criteria

The degree of integration between goals and curriculum, such as: students can accept it naturally, can effectively promote students' understanding, can arouse students' emotional resonance, and can effectively motivate students to generate internal motivation for learning.

2) Evaluation content

The situation of students answering and evaluating questions, students' ideological and political gains; the completion of the subject and its ideological and political goals, the record of the teaching process, the sensitivity, timeliness, and objectivity of the acquisition and accumulation of teaching materials, and the students' experience (task) sex) etc.

### 3. Investigation and Research on Teaching Reform of Curriculum-Politics Integration in Private Application-oriented Universities

#### 3.1 Investigation Background

To have a more in-depth understanding of the current implementation status of the construction of "curriculum-administrative integration" in private application-oriented universities, accurately analyze the achievements, existing problems, and reasons of the construction of "curriculum-administrative integration" in private application-oriented universities, and propose corresponding solutions according to local conditions to enhance The effectiveness of the construction work of "curriculum-political integration". Referring to the interview questions and questionnaires about the construction of "curriculum-political integration" in some private application-oriented universities, the interview questions and questionnaires about the construction of "curriculum-political integration" in private application-oriented universities are designed.

#### 3.2 Data Collection

There are 10 questions in the survey questionnaire for the construction of "Course-Politics Integration" construction of private application-oriented universities. 700 questionnaires are distributed in both offline and online forms. The survey objects are college students in colleges and universities. The survey is anonymous. The selected universities for research are M and F private application universities. After three days, 20 invalid questionnaires were removed, and 680 valid questionnaires were recovered, laying a good foundation for data analysis. The t-test formula used in this paper is as follows:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \quad (2)$$

Formula (1) is a single population test, equation (2) is a double population test.

### 4. Analysis and Research on the Teaching Reform of Curriculum-political Integration in Private Application-oriented Universities

#### 4.1 Analysis of the Understanding of "Course-Administrative Integration"

Among the survey questions about the understanding of the construction of "Course-Politics Integration" in private application-oriented universities, "Do you know the implementation of "Course-Politics Integration" in private application-oriented universities?" As shown in Figure 1, 21.1% they said they knew very well, 31.1% said they had a good understanding, 24.7% said they

had a basic understanding, and the remaining 22.9% said they did not know much about the construction of "course ideology and politics" in colleges and universities. Judging from the data in the questionnaire, the proportion of students who really know very well about the implementation of "curriculum-political integration" is the least, as shown in Table 1.

Table 1: Students' understanding of "curriculum-political integration"

understand situation	Proportion (%)	number of people
do not know much	22.9	156
basic understanding	24.7	168
more understanding	31.1	212
know very well	21.1	144

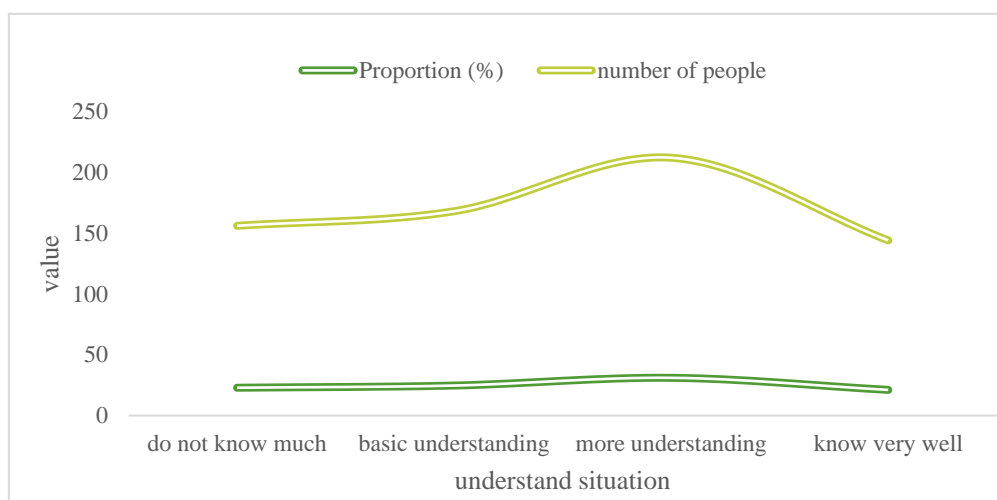


Figure 1: Are you aware of the implementation of the "Course-Politics Integration" work?

#### 4.2 The Importance of "Course-Administrative Integration" Construction Work

When asked the question "Do you agree with the reform of curriculum and administration integration in private application-oriented universities?", 60% of the students strongly agreed, believing that the development of "curriculum-administrative integration" work in private application-oriented universities combined with the actual practice of professional courses has achieved better results 27.7% of the students agree, saying that it has brought a positive impact to a certain extent. Only 12.2% of the students have no opinion on the reform of "curriculum-political integration", and no students object to the work of "curriculum-political integration" carried out. This shows that most students agree with the development of the reform work of "curriculum-administrative integration" in private application-oriented universities, and believe that the current development of "curriculum-administrative integration" in private application-oriented universities is of great significance.

As shown in Figure 2 in the questionnaire, "Do you think teachers in professional classrooms are effective in teaching ideological and political content to students?", 65% of students think that teachers in professional classrooms have obvious effects on ideological and political content that is closely related to professional courses, and 35% of students think so. The effect is general.

In short, many students not only realize the importance of "curriculum and policy" construction in private universities, but also believe that in professional classrooms, teachers need to integrate the content of ideological and political education into teaching. Through the combination of professional teaching and ideological and political science, teachers explore ideological and

political theories in teaching, play an important role in curriculum teaching, and play a major role in teachers' discipline construction.

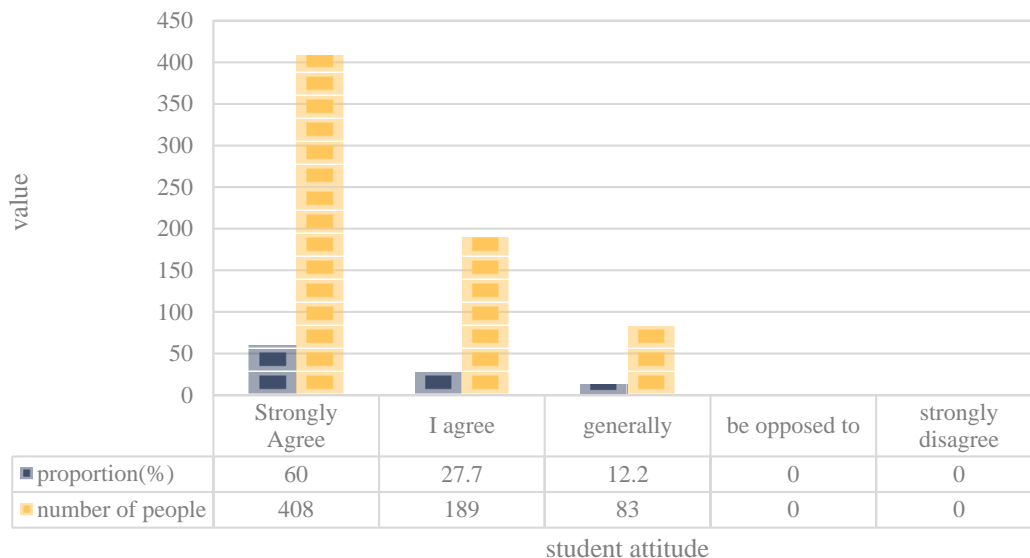


Figure 2: Do you agree with the reform of curriculum and administration integration?

## 5. Conclusions

Private colleges and universities are an important part of national higher education institutions, and talent training related to curriculum reform and implementation is a critical and challenging process and is the key to achieving the training goals, and there is a long way to go. Based on the concept of curriculum-political integration, the research on teaching optimization of private application-oriented universities in this paper is only a preliminary beginning. Due to the lack of research literature on the integration of "curriculum-political integration" into the curriculum of private application-oriented universities, there are insufficient articles for reference in the research process, and because the researchers' knowledge is relatively shallow, coupled with the lack of rich teaching practice experience, the research the content may not be in-depth and comprehensive enough, and the resource mining is not thorough enough. Since the effect of "curriculum-political integration" is reflected in the improvement of students' ideological awareness, this kind of awareness improvement cannot be significantly improved in a short period of time, and requires cumulative influence and edification, which is also the reason for not carrying out specific practical research in teaching.

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