

Problems and Countermeasures : Ideological and Political Construction of Ecological Courses in Higher Education of Guizhou Province

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Abstract: Colleges and universities shoulder the historical mission of cultivating qualified socialist builders and successors. It is incumbent on them to integrate ecological civilization education into the whole process of talent training in colleges and universities. As the main channel and position of ecological civilization education in colleges and universities, ideological and political theory course is of vital importance for its effectiveness and education. Based on the current situation of ecological civilization education in colleges and universities in Guizhou Province, this paper expounds the problems and construction ideas of ideological and political education of ecological courses in colleges and universities in Guizhou Province. On the one hand, this will help deepen our understanding and cognition of ecological civilization in ideological and political education in colleges and universities, and will promote the intersection of education, ecology and sociology, and provide empirical evidence for colleges and universities in Guizhou Province to improve the ecological awareness education of college students.

1. Introduction

1.1. Background

The education of ecological civilization concept in Guizhou colleges and universities from the new perspective of ideological and political education is not only a deep excavation of ideological and political education in the content of Guizhou college education, but also a positive response to the problems of the times. It is not only a promotion to the education of ecological civilization concept in Guizhou colleges and universities, but also a powerful impetus to the construction of ecological civilization in the whole society. This will help us pay attention to the characteristics and requirements of college students' ideological changes in a timely manner, reasonably adjust and supplement the content of ecological civilization education, promote the ecological transformation of ideological and political education in colleges and universities, effectively help students establish the awareness of ecological civilization, and constantly improve the system and mechanism of

ecological civilization education in colleges and universities, so as to promote college students to learn and master general knowledge related to ecological civilization, and develop ecological civilization emotion, Form a firm ecological will, and finally externalize into ecological behavior, and further shape college students' scientific ecological values, improve their ecological civilization quality, and improve the quality structure of college students.

1.2. Research Status

The overseas ecological environment education has the characteristics of diversification of subjects, specialization of courses and diversification of forms, which provides an important reference for the study of the education approach of college students' ecological civilization concept in this topic. First, the main body is diversified. The main bodies of environmental education in the United States and Germany mainly include government, society and schools. In the United States, Environmental Protection Agency and Environmental Education Action Organization play an important role in promoting environmental education^[1]. The former is a government agency, and the latter is a non-governmental organization. In Germany, the government and non-governmental organizations jointly carry out environmental education. For example, the state government incorporates folk art troupes to promote environmental education through artistic performances^[2]. Second, curriculum specialization. Middlebury College in the United States is the first university to offer undergraduate environmental education courses^[3]. At present, nearly 500 colleges and universities in the United States have set up undergraduate majors in environmental education. Nearly 15% of Japan's 400 universities have set up environmental majors, and nearly 10% have set up environmental and resource majors. The third is diversification of forms. The United States has formed standardized implementation projects in environmental education practice teaching, such as "green energy" and "horticultural experts". British environmental education expert Arthur Lucas proposed the "Lucas model", that is, education on the environment, education in the environment and education for the environment^[4].

Domestic scholars mainly focus on three aspects: the importance of cultivating college students' ecological civilization awareness, the content of cultivating college students' ecological civilization awareness, and the path of cultivating college students' ecological civilization awareness. First, the importance of cultivating college students' ecological civilization awareness. Li Xia believed that the extent to which schools attach importance to ecological civilization education will directly affect the formation and development of college students' ecological civilization outlook^[5]. Song Yunjie believed that the lagging and limitations of college education and the complexity of the social environment are the main reasons for the weak awareness of ecological civilization^[6]. Second, the content of cultivating college students' awareness of ecological civilization. Xue Bing and Zhang Weiwei pointed out that ecological civilization education is a kind of hierarchical education^[7]. We must teach people how to develop harmoniously with the natural environment. Then we must educate people in material, spiritual, and institutional aspects, and finally form the subject of civilization. Yu Qiang believed that the education of the concept of ecological civilization itself is an interdisciplinary formed by the intersection of a series of basic disciplines such as agriculture, forestry, chemistry, economics and pedagogy, which requires close cooperation among disciplines to help and teach the education of the concept of ecological civilization to college students^[8]. Li Xincang and Guo Lingshuai believed that the cultivation of college students' ecological outlook is an educational process for ecological educators in colleges and universities to cultivate college students to form the concept of ecological civilization, including ecological values, ecological equality and ecological theory^[9]. Luo Chunyang believed that college students' ecological civilization education includes ecological outlook on nature, values, ethics and the rule

of law. Third, the path of cultivating college students' awareness of ecological civilization^[10]. Chen Heli believed that students' practical ability should be improved, the environmental education classroom should be set in the outdoor actual environment, and the actual survey results and test reports should be used to cultivate and improve students' environmental awareness and determination^[11]. Jiang Jiang proposed the path of innovation of ecological civilization education mechanism in colleges and universities under the new media, and realized the overall improvement of the quality of ecological civilization education in colleges and universities in China by innovating the management mechanism, incentive mechanism, participation mechanism and evaluation mechanism of ecological civilization education in colleges and universities^[12]. Yu Shudi agreed ecological civilization construction needs to start from the education of college students' ecological civilization concept, strengthen college students' ecological civilization theory learning, establish college students' ecological civilization concept, and cultivate college students' ecological civilization behavior habits^[13].

2. The Necessity of Developing Ecological Civilization Education

2.1. Enriching the Connotation of Ideological and Political Education

On the one hand, carrying out ecological civilization education in ideological and political education in colleges and universities is itself an improvement and enrichment of the connotation of ideological and political education in colleges and universities, and also expands the ways and means of ideological and political education in colleges and universities. Ecological civilization education can bring about changes in educational ideas and educational channels to traditional ideological and political education, broaden the educational content of ideological and political education in psychology, ethics, behavior and other aspects, and thus enhance the effectiveness and connotation of other ideological and political education fields. On the other hand, ecological civilization education provides a new perspective. Taking people as a part of the environment, as biology itself, we should be full of care and protection for the environment and other creatures on which we live. We should put people in the overall ecological chain to consider the problems of ecological civilization, and achieve harmony between human and nature through ecological civilization, and achieve the overall balance of the ecological chain.

2.2. Cultivating the Ecological Civilization Quality of College Students

With the development of China's economy and society, and with the deepening of China's ecological civilization construction and the important layout of the "Five in One", the social requirements for college education work have not only stayed at the level of professional knowledge, but more requirements are for high-quality comprehensive talents, requiring college students to have a scientific concept of ecological civilization, and to carry out ecological civilization education in the ideological and political education of colleges and universities, It is exactly in line with the requirements of the society for college education. In order to maintain the sustainable development of economy and society, we must carry out sustainable development and ecological civilization construction. Therefore, it is essential to carry out ecological civilization education for college students in colleges and universities. Through ecological civilization education, we can cultivate college students' scientific concept of ecological civilization, cultivate college students' good qualities of caring for the environment and others, improve college students' civilization, and improve the effectiveness of ideological and political education.

2.3. Promoting the Development of Ecological Moral Education

The root of education in colleges and universities is to establish morality and cultivate people. The education of college students' good morality is the premise of all education work. The education of ecological civilization is fundamentally the education of morality. It places ecological moral education in a prominent position, and trains college students to protect the environment and ecology through ecological moral education. This can greatly improve the overall moral education effect of ideological and political education in colleges and universities. It puts moral education ahead of scientific and cultural education, and improves the moral quality of college students through ecological moral education, So as to use the power of morality to generate internal power and regulate their own behavior. The educational method of ecological moral education can also be used for reference to the traditional ideological and political education in colleges and universities to a large extent, which will upgrade the moral education of ideological and political education in colleges and universities to a new level, enable the educated to have a sense of belonging and identity to others and society, and generate internal and external forces to constrain their behavior within the moral framework, thus promoting the development of moral education in colleges and universities.

3. Problems in Ecological Ideological and Political Education Courses

In order to deeply understand the current situation and problems of ideological and political education of ecological courses in colleges and universities in Guizhou Province, the author visited 10 undergraduate colleges and 2 junior colleges in Guizhou Province, involving comprehensive universities, science and engineering, normal schools, finance and economics, medicine and other schools of different natures. These problems focus on the following aspects.

3.1. The Weakness of College Students' Awareness in Ecological Civilization

The problems of ecological civilization education in Guizhou universities are shown in the following aspects: weak awareness of ecological civilization, insufficient knowledge reserve of ecological civilization, and inactive ecological protection behavior. The root cause of these problems lies in the lack of social practice of college students and their inability to recognize the importance and harmfulness of ecological civilization. The consciousness of ecological civilization requires college students to establish correct ecological concepts and thoughts, actively participate in activities to publicize ecological civilization, and dare to fight against the behavior of destroying the ecological environment. The fundamental purpose of college students' ecological civilization education is to form correct ideas, which affect college students' behavior and thus promote college students' spontaneous protection of ecological civilization. College students have relatively insufficient social experience and weak awareness of ecological civilization. They cannot fully recognize the importance and harmfulness of ecological civilization and relax their learning of knowledge related to ecological civilization education.

3.2. Lack of Compound Teachers Resources for Ecological Courses

Compound teachers require educators not only to have profound professional theoretical knowledge, advanced teaching methods, and open teaching concepts, but also to have rich practical skills and knowledge to guide the practice of ecological civilization education of college students more skillfully. The number of ecological civilization compound teachers is insufficient, which affects the effect of ecological civilization education. However, at present, Guizhou colleges and

universities have problems of insufficient quantity and low quality in terms of ecological civilization compound teachers. Due to the influence of financial resources, regions, and the number of staff, Guizhou's colleges and universities are insufficient in the introduction and training of teachers. The teachers of ecological civilization education are not paid attention to in schools, resulting in a relatively weak and small number of teachers of ecological civilization education. In the aspect of teachers themselves, teachers themselves are affected by many factors, and they are not paid enough attention, resulting in slack psychology, which affects teachers' enthusiasm and initiative in teaching.

3.3. Lack of System Planning and Content Innovation for Ecological Courses

The content of education is an important part of the education of the concept of ecological civilization in colleges and universities. Whether its setting is scientific and systematic directly affects the results of the education of the concept of ecological civilization in colleges and universities. Through the survey, it is found that although ecological civilization education has been carried out in some universities in Guizhou, the setting of its educational content is not systematic, the selection of educational content is not clear, and the educational content is too conservative. The content of ecological civilization education should include Marxist ecological theory, Chinese traditional ecological ethics knowledge, modern ecological development concepts, ecological civilization policies and regulations, etc. However, at present, the ecological civilization education in Guizhou colleges and universities is mostly dependent on other related courses or campus activities, and does not specifically list it as a theme for curriculum education. At the same time, in the ideological and political theory courses, the dull and outdated educational content is no longer suitable for the education of ecological civilization in the new era. Only by constantly enriching their knowledge reserves and innovating the educational content of ecological civilization can the education of ecological civilization in colleges and universities be promoted to a new level.

3.4. Lack of Emphasis on Social Practice Teaching for Ecological Courses

With the rapid development of economy and the progress of science and technology, the Chinese society in the critical period of transformation has undergone profound changes in people's lifestyle and ideas, and various social trends of thought have emerged. On the one hand, these changes provide a rich source of information for college students, but also make them fall into the confusion of value judgment and behavior choice. Due to the constraints of time, funds, venues, teachers and many other practical conditions, the form of ecological civilization teaching in Guizhou universities is too single. It is mainly reflected in the following aspects: the education mode is basically injection and spoon feeding teaching. This single and rigid teaching mode is neither lively nor adaptable to the development of the times. It seriously ignores the practicality of the education process and the emotional experience of students, and weakens the learning initiative and creativity of college students. Even though some colleges and universities in Guizhou have started to try out the practical teaching mode, it is a mere formality, with low enthusiasm for teachers' participation, and many out of school practices even have no guidance teachers. This kind of practice without the guidance of professional teachers is difficult to connect with classroom teaching.

4. Suggestions for Ecological Civilization Education of Ideological and Political Courses

4.1. Improving the Education Consciousness of Ecological Civilization

First of all, Guizhou university leaders and functional departments must earnestly implement the relevant policies of the central government on strengthening ecological civilization education. They should not only take ecological civilization education as an important part of ideological and political education, but also give full support and guarantee in human, material, financial and other aspects. Secondly, improve the ecological awareness of teachers. In the teaching process, we consciously combine the knowledge of public courses with the content of ecological civilization to help students establish a correct ecological outlook. For example, when teaching how to build a socialist economy with Chinese characteristics, students should actively explain the importance of limiting high energy consumption and high pollution industries to protect the ecological environment; When teaching the building of socialist culture with Chinese characteristics, we should advocate a low-carbon and environment-friendly lifestyle for students, and establish the green consumption concept of thrift, recycling and moderation. Finally, enhance college students' awareness of ecological responsibility. Through concentrated learning, lecture interpretation, forum exchange and other forms, cultivate college students' awareness of ecological responsibility, make them clear the significance of ecological civilization construction for their own development and social progress, and promote college students to be more active and take the initiative to regulate their own behavior with ecological civilization standards.

4.2. Strengthening the Construction of Teaching Staff for Ecological Civilization Education

The construction of the teaching staff of ecological civilization education needs to establish a global thinking, think about the feasibility and operability of the construction of the teaching staff from a global perspective, improve the conditions for the construction of the teaching staff, and promote the scientific and high-quality development of the teaching staff. Guizhou colleges and universities should actively introduce talents related to ecological civilization education, break the corresponding conditions and restrictions, support the comprehensive, lifelong and free development of ecological civilization teachers, and make contributions to improving the education level of ecological civilization. To increase the number of full-time teachers of ecological civilization education needs to increase the number of ideological and political theory teachers; Equip teachers for ecological civilization education according to the ratio of teachers to students; Encourage counselors to be teachers of ecological civilization education. Improving the interest of ecological civilization education and enhancing the consciousness of college students to learn ecological civilization education are the basic ways to solve the shortage of ecological civilization teachers. They are realistic and operable. To some extent, they can make up for the shortage of ecological civilization teachers and ensure the smooth teaching of ecological civilization courses.

4.3. Constructing Ecological Civilization as the Mainstream Value Orientation

According to the content and characteristics of the ideological and political theory course, an independent section of ecological civilization education should be added to each course to form a scientific and professional content system of ecological civilization. For example, consider elaborating the requirements of ecological ethics and morality in the fine moral tradition of the Chinese nation in the course "*Ideological and Moral Culture and Legal Basis*", and adding special research on ecological morality, ecological law, and ecological rights and obligations. In the course of "*Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese*

Characteristics", we further emphasized the ecological values in the strategic concepts of sustainable development strategy, scientific development concept, developing socialist ecological civilization and building a beautiful China. In the course of "*Outline of Chinese Modern History*", appropriate historical materials on ecology should be supplemented, and special research on the history of ecological environment since the founding of New China should be added. In the course of "*Introduction to the Basic Principles of Marxism*", we should strengthen the education of college students on the Marxist concept of nature and Marxist concept of technology, add the Marxist concept of ecological civilization and special modules on ecological construction, and use the dialectical materialism theory to elaborate the interaction between man and nature.

4.4. Innovating the Teaching Methods of Ecological Civilization Education

On the one hand, the social practice link of ideological and political course is an effective way for students to digest and absorb classroom theoretical knowledge. We should vigorously expand the channels of social practice teaching, actively explore various forms of ecological civilization education, faithfully experience, social survey, visit, temporary internship, etc., to form a lively educational atmosphere. On the other hand, social practice teaching is also the main way for college students to shape the mainstream values of ecological civilization. The cultivation of scientific values is based on a deep understanding and grasp of the reality, and practical teaching is crucial to the cultivation of college students' ecological outlook. Therefore, the ecological civilization education in Guizhou colleges and universities should actively reform the teaching methods and transform the single classroom education into a diversified teaching method combining classroom education with social practice education. At the same time, actively draw on the advanced social practice teaching experience at home and abroad, encourage students to go out of the classroom, into society, into nature, and improve their ecological protection awareness and practical operation ability through vivid and specific ecological experience.

5. Conclusion

As an important driving force for future social construction, whether college students have excellent ecological literacy will directly affect the process of ecological civilization construction of the whole society and the construction of a beautiful China. Ideological and political education is a required course to improve the comprehensive quality of college students. It should shoulder the responsibility of educating and guiding college students to improve their ecological quality. Studying the education of ecological civilization view in colleges and universities from the perspective of ideological and political education is to analyze the education of ecological civilization view in colleges and universities from a new perspective. We promote the integration of ideological and political education and ecological civilization view education, so as to maximize the effect of ecological civilization view education in colleges and universities. Based on the empirical investigation and analysis of college students in Guizhou, combined with existing research and survey data, this paper summarizes the current situation of ecological civilization concept education in Guizhou colleges and universities, constructs the educational objectives, educational principles, educational content and educational methods of ecological civilization concept education in colleges and universities under the vision of ideological and political education through theoretical research, and tries to improve the education system of ecological civilization concept cultivation for college students. This will guide the development of ecological civilization education in Guizhou universities.

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