

Practical Paths in the Construction of Curriculum Ideological and Political in Colleges and Universities

Zhengyi Zhang, Tao Jiang*

Northeast Agricultural University, Harbin, Heilongjiang, 150030, China

**Corresponding author*

Keywords: Colleges and universities, curriculum ideology and politics, connotation, problem, path

Abstract: Colleges and universities are responsible for the fundamental task of Lide Shuren. Curriculum ideological and political education is an important way to innovate personnel cultivation methods and improve the quality of talent training. It can effectively solve the "island" phenomenon of ideo-political education in colleges and universities. The comprehensive promotion of curriculum ideological and political construction requires an accurate understanding of the connotation of curriculum ideological and political, clarifying the relationship between curriculum ideological and political and ideo-political courses, and accurately grasping the current problems in curriculum ideological and political construction, and grasping the "main force" of the teaching team, the "main battlefield" of curriculum construction and the "full guarantee" of systems and mechanisms, to improve the quality of education.

1. Introduction

Curriculum ideology and politics is an important way to innovate the way of personnel training. The document issued by the Ministry of Education states points out that it is necessary to comprehensively promote ideological and political construction of curriculum in colleges and universities, give full play to the role of education of each course, improve the quality of talent training [1], build a general pattern of whole-course and all-round education of all personnel, and realize collaborative education. Curriculum ideological and political thinking is a strategic measure to cultivate talents in colleges and universities, and also an important way to implement the fundamental task of Lide Shuren. It concerns the quality of personnel cultivation in colleges and universities.

2. The Basic Connotation of Curriculum Ideology and Politics

2.1. The Connotation of Curriculum Ideology and Politics

To deeply understand the connotation of curriculum ideological and political is the premise and foundation of promoting curriculum ideological and political construction. The research and interpretation of curriculum ideology and politics is beneficial to grasp its connotation and can

provide academic support for advancing this work in all-round way. Some scholars define curriculum ideology and politics from the perspective of curriculum concept and believe that the essence of "curriculum ideology and politics" is a sort of curriculum concept, which effectively integrates ideological and political education involved into the teaching links of each course and achieves the purpose of educating people in a silent way [2]. Some scholars believe that curriculum ideological and political thinking is a kind of practical activity, that is, it is a social practice that takes courses offered in universities as the carrier, fully explores the inherent moral factors and resources of various courses, and develops and applies them in accordance with the teaching laws of curriculum education [3]. Some scholars define it from the perspective of teaching concepts, and believe that curriculum ideology and politics point to a new idea of ideological and political work, namely "curriculum carries ideology and politics" and "ideology and politics resides in curriculum" [4]. It is not a course or several courses, but a cultivation and delivery of ideas and values. Some scholars study its meaning from broad and narrow perspectives. In a broad sense, it refers to the use of all courses including ideological and political courses, professional courses, and comprehensive literacy courses to carry out ideological and political education for college students. In a narrow sense, it refers to the in-depth excavation of ideo-political elements in professional courses and comprehensive literacy courses to carry out ideological and political education for college students. To sum up, curriculum ideological and political thinking refers to an educational and teaching practice which is based on curriculum and guided by the implementation of the task of Lide Shuren, deeply excavates and integrates ideo-political elements, through the construction of a three-in-one education pattern, and carries out explicit and implicit ideological and political education for college students, and achieve the unity of knowledge imparting, ability training and value guiding of education and teaching practice.

2.2. Curriculum Ideology and Politics and Ideo-political Courses

"Curriculum ideology and politics" and ideo-political courses are different but closely related. The difference between the two is mainly reflected in the course content and teaching method. From the perspective of curriculum content, curriculum ideological and political is mainly based on the knowledge content of professional courses and comprehensive literacy courses themselves. Through in-depth exploration and application of the implied ideo-political elements in the course, the teachers implement for college students ideo-political education and give them value guidance. Ideo-political courses refer to the courses with distinct political characteristics that systematically explain Marxist theory and its sinicized theoretical achievements as well as improve the legal and moral qualities of college students, including "ideological and moral" and "Situation and policy" courses. From the perspective of teaching method, the curriculum ideological and political education mainly adopts the recessive education method. The teachers of professional courses and comprehensive literacy courses will integrate the ideo-political elements such as patriotism, feelings of home and country, scientific spirit, engineering ethics, professional ideal, professional ethics, and excellent traditional Chinese culture into the professional courses and comprehensive literacy courses, so as to achieve the effect of silent. Ideo-political courses mainly adopt explicit education mode. Ideo-political courses teachers teach Marxism and the theoretical achievements of Sinicization of Marxism systematically, and strengthen ideo-political education for college students. Under the background of implementing the fundamental task of Lide Shuren, the two are closely linked. Ideo-political course is the main classroom and the main front of ideo-political education for college students. Ideo-political course adheres to the guiding ideology of Marxism, walks in the same direction with ideo-political course, "guards the channel well" and "plants the fields well", and achieves the goal of collaborative education.

3. Problems in the Construction of Curriculum Ideological and Political

Curriculum ideological and political is a good way to innovate the ideo-political education in colleges and universities, which can effectively break the "island" phenomenon of ideo-political education. Since curriculum ideological and political theory was put forward, colleges and universities have actively carried out the fundamental task of Lide Shuren, gradually established the concept of curriculum ideological and political education, steadily promoted curriculum ideological and political work, and realized the same direction of all kinds of courses. Although the construction of the curriculum ideological and political has achieved good results, there are still some problems.

3.1. Weak of the Teachers' Ideo-political Comprehensive Ability

Teachers are the key to promote curriculum ideological and political construction, and the comprehensive ability of teachers is directly related to the effect of curriculum ideological and political construction. The weak comprehensive ideo-political ability of teachers in curriculum is mainly reflected in the lack of theoretical knowledge related to ideological and political education, the incomplete change of ideas, and the lack of ability to explore ideo-political elements. First, some teachers lack theoretical knowledge related to ideo-political education. The mining of ideo-political elements as well as the guidance of values requires a certain theoretical accomplishment of ideo-political education and the guidance of Marxist theory. However, under the long-term influence of professional education, some teachers of comprehensive and specialized courses cannot actively learn the theories related to ideo-political education. Under the pressure of project application, scientific research, teaching and other work, they have no time to study, which restricts the development of ideological and political work in the curriculum. Second, lack of ability to explore ideo-political elements. Some teachers of professional courses and comprehensive literacy courses attach importance to professional knowledge education but neglect ideo-political education, and do not pay attention to the mining and accumulation of ideo-political elements in peacetime teaching. When the school promotes the ideological and political work in curriculum and requires all teachers and all courses to integrate ideo-political elements and provide value guidance to students, some teachers do not know what ideo-political elements are, what to dig and how to dig them. What's more, they do not know how to integrate effectively and what way to give the students value guidance.

3.2. Lack of Curriculum System Construction

Curriculum is the carrier of curriculum ideological and political construction. At present, there are still some problems such as the phenomenon of "curriculum + ideo-politics", the lack of integration construction and the shortcomings of horizontal coordination in the main courses of curriculum ideological and political system construction. First, the curriculum lacks integration and systematic construction. At present, there is still a phenomenon of "fighting alone" in the process of promoting ideo-political education in professional courses. Some professional teachers dig ideo-political elements in some professional courses and integrate them into value guidance. The major fails to integrate the specialized courses, specialized basic courses and practical courses contained in the major, and the discipline fails to sort out and coordinate the various majors and courses within the scope of the discipline according to the development of the discipline, professional objectives and course positioning, thus failing to realize the integration construction of "curriculum, specialty and discipline". Second, there are shortcomings in the horizontal collaboration of different types of courses. Ideo-political course, professional course and comprehensive literacy course are

three kinds of courses with different nature in terms of teaching content and function orientation. Ideo-political course mainly teaches Marxist theory systematically, comprehensive literacy course conducts general education and humanistic literacy education for students, and professional course mainly imparts professional knowledge and cultivates professional skills to students. There are barriers between the three kinds of courses. Comprehensive literacy courses and specialized courses fail to effectively integrate ideo-political elements such as patriotism, values, professional ethics, and the collaborative education effect is not obvious, which fails to meet the requirements of ideo-political construction of the course.

3.3. Imperfect Institutional Mechanisms

The system and mechanism play an integral, long-term and supportive role in curriculum ideological and political construction. Presently, institutions and mechanisms are still not perfect in the process of promoting ideological and political thinking, which is embodied in top-level design, assessment, evaluation, security and other links and aspects. First, the evaluation mechanism needs to be improved. In order to promote the ideo-political construction of curriculum in an orderly and effective way, most colleges and universities have formulated implementation plans according to their own actual conditions, emphasizing the importance of assessment and evaluation, and schools should regularly evaluate the implementation of ideo-political work of curriculum. However, in the actual operation, there are some problems such as single assessment subject, general assessment index system and insufficient utilization of assessment results, which fail to mobilize the enthusiasm of all teachers to take part in actively, and the due role of assessment fails to play effectively. Second, collaborative education has not yet formed. Curriculum ideological and political construction is a systematic project, which requires all courses to participate in, all departments, all teachers and all personnel of colleges and universities to assume the responsibility of educating students and form a joint effort to educate students. At present, the situation still exists that the three courses "speak their own words", different colleges "act independently", different departments "act independently", and some teachers "go it alone", and so the joint force of education has not been fully formed.

4. The Practice Path of Curriculum Ideological and Political Construction

It is an important mission of colleges and universities to cultivate the new generation with both virtue and ability. Curriculum ideology and politics are fundamentally followed by virtue and cultivating people, which can lead the value in knowledge imparts and ability cultivation. Curriculum ideological and political construction must grasp the "main force" of teachers, the "main battlefield" of curriculum construction, the "full guarantee" of system and mechanism, form a joint force for educating college students, and constantly improve the effectiveness and timeliness of talent cultivation, and the quality of educating students.

4.1. Seize the "Main Force" of Teachers

College teachers are the main force to carry out ideo-political work in the curriculum. Constantly improving the comprehensive ability of college teachers in the curriculum ideological and political work is the meaning of promoting the construction of curriculum ideological and political work, and is also the primary condition to create a three-in-one education pattern. The majority of teachers should enhance the ideo-political education ability of the curriculum, and realize the unity of "teachers" and "teachers". First, constantly improve teachers' Marxist theoretical literacy. The development of curriculum ideological and political work requires teachers to have certain Marxist

theoretical literacy and master certain methods of ideo-political education, which is the premise and foundation of promoting curriculum ideological and political work. Colleges and universities can rely on various online and offline training platforms to train teachers in Marxist theory and constantly improve their theoretical literacy. Teachers should also consciously strengthen theoretical learning in spare time. At the same time, we should also study the theory of indoctrination, the theory of mass viewpoint and mass line, the theory of all-round development of human and other theories related to ideo-political education, master the ways and methods of carrying out ideo-political education, and ensure that the ideological and political construction of the curriculum is implemented and effective. Second, enhance the ability to explore and apply ideo-political elements. It is the foundation of ideo-political development to dig deeply into the ideo-political elements in all specialized courses and comprehensive literacy courses. Teachers in colleges and universities should dig and apply ideo-political elements in different categories according to the characteristics of courses, majors and disciplines. Economic management and law teachers should guide students to participate in social practice deeply, and cultivate students' professional qualities of helping the people and practicing morality and law; Pedagogy teachers should guide students to strive to be "good teachers of four", achieve "unity of eight", practice "four guides"; Science and technology teachers should strengthen students' scientific thinking and scientific ethics education; Agronomy teachers should cultivate students' feelings of strengthening agriculture and promoting agriculture, knowing agriculture and loving agriculture; Medical teachers should give effort to cultivating students' mind of helping the world. At the same time, in teaching, ideo-political elements should be accurately integrated and organically integrated in appropriate ways at the right time according to the teaching content, that is, what to integrate, when to integrate and how to integrate.

4.2. Strengthening the "Main Battlefield" of Curriculum Construction

Curriculum is not only the carrier of curriculum ideological and political, but also the main battlefield of curriculum ideological and political construction. All courses have the function of educating people and undertake the mission of educating people. Professional courses and comprehensive literacy courses should guard the canals, plant good fields, and work together with ideo-political courses to play the role of educating people. First, strengthen the ideo-political integration of "curriculum-professional-discipline". Most universities and most teachers, when promoting and participating in curriculum ideological and political thinking, start from a single curriculum, sort out and excavate the ideo-political elements contained in the curriculum, and achieve good results in education. Each major contains different specific courses, and the ideo-political elements excavated by different teachers in different courses are identical or even identical. Repeating the same ideo-political elements to students will easily cause students' acceptance fatigue, or even automatically shield them. As more majors and courses are included in the same subject, the frequency of repetition will increase, which will not only easily cause students' resistance to a certain ideo-political element, but also waste precious teaching time and weaken the effect of ideo-political courses. This requires the person in charge of the major to overall plan the integration of ideo-political elements of each course at the professional level, and the person in charge of the subject to overall plan each major and the courses offered by each major at the disciplinary level, scientific design, reasonable distribution of ideo-political elements into each course, and realization of the ideo-political integration construction of "curriculum-professional-discipline" course. Second, build a curriculum system of "one heart and two rings". Ideo-political course is the core of the curriculum system and is in the central position. The establishment and content arrangement of ideo-political courses are approved by the state, demonstrating political nature and ensuring scientific nature. The state also emphasize that ideo-political courses should be continuously

improved and strengthened, and that ideo-political courses should play a leading role in other courses. Specialized courses account for 80% of all courses in colleges and universities and are the main body of courses. The construction of professional courses should meet the needs of governing the country and be in line with the ideological and political theory courses in terms of political position and direction. The spirit of scientific inquiry in science and engineering, the spirit of saving the dying and healing the wounded in medical science, and the spirit of understanding and loving agriculture and rejuvenating agriculture in agricultural science are highly consistent with the social core values, which need to be deeply explored under the guidance of ideo-political courses, and the value guidance should be embodied in the course teaching. The comprehensive literacy course itself has obvious ideo-political elements. Reasonable exploration and use of the philosophical wisdom, cultural confidence and other contents of the course play an important complementary role to the ideo-political course, which can constantly deepen the ideo-political education of college students. We should constantly break the barriers between ideo-political courses, specialized courses and comprehensive literacy courses, and promote the construction of a curriculum system of "one heart and two rings".

4.3. Building Institutional "Full Guarantee"

We should enhance the awareness of the system and be good at promoting various undertakings on the track of the system. Institutions and mechanisms must be brought into play to promote ideo-political work in colleges and universities. First, improve the curriculum ideo-political assessment mechanism. The course ideological and political evaluation mechanism plays a baton and guiding role and can effectively promote the course ideological and political construction. The evaluation mechanism of curriculum ideological and political assessment should be perfected around the evaluation principle, evaluation standard, evaluation method and evaluation result application. Assessment and evaluation should adhere to the four principles of teachers' subjectivity, students' experience, throughout the whole process and development [5]. Curriculum ideological and political evaluation standards should include two dimensions of classroom teaching and student development. The evaluation of classroom teaching dimension includes the design of teaching objectives, the adoption of teaching methods, the mining and integration of ideo-political elements, teachers' ideo-political theory accomplishment and so on. The evaluation of students' development dimension mainly examines the improvement of students' ideological and moral quality. The evaluation method can adopt the 360-degree all-round assessment method, which combines the self-evaluation with the evaluation of other students, the evaluation of teaching and research office and the evaluation of the college, so as to comprehensively, accurately and effectively evaluate the ideo-political progress of the course. The reason for adopting this assessment method is that the evaluation subject is diversified, which is conducive to the organic combination of internal self-evaluation and external evaluation, making the evaluation more scientific and fair [6]. The evaluation results should be reflected in the aspects of teachers' professional title evaluation and recruitment, project approval, and pre-excellence award. The rational application of the evaluation results can effectively promote the ideological and political construction of the curriculum. Second, we need to improve the mechanism of collaborative education. Colleges and universities need to build and improve the work pattern of "leadership in educational affairs, implementation by the department and participation by teachers". Under the leadership of the universities, various departments of universities and colleges take active actions to fulfill their respective duties, orderly cohesion, effective cooperation and coordination. Colleges and universities should build communication platforms, strengthen exchanges among various kinds of teachers, carry out interdisciplinary joint lesson preparation, dig deeply into ideo-political elements, break the barriers

between courses, disciplines and teachers, realize the collaboration of "curriculum-professional-discipline" and various kinds of teachers, and forge the synergy of education. In addition, colleges and universities can also strengthen cooperation, realize the sharing of ideo-political resources, and improve the level of education [7].

5. Conclusion

Curriculum ideological and political thinking is an important way to carry out the fundamental task of Lide Shuren, and also an important way to innovate talent training and improve talent quality. Based on previous studies, this paper defines the connotation of "curriculum ideological and political" in detail, makes clear the relationship between "curriculum ideological and political" and "ideo-political courses", accurately grasp the existing problems in the construction, such as teachers' weak comprehensive ability, lack of curriculum system construction and unsound system mechanism. It is proposed that we should start from grasping the "main force" of teachers, the "main battlefield" of curriculum construction and the "full guarantee" of system mechanism, realize the unity of explicit education and implicit education, realize the professional courses, comprehensive literacy courses and ideo-political courses in the same direction, and constantly improve the quality of education. This is of great significance for further promoting the construction of "curriculum ideology and politics".

Acknowledgements

This work was supported by the SIPT project of Northeast Agricultural University in 2021" Research on the implementation path and countermeasures of 'curriculum ideological and political' "(No.S202110224136).

References

- [1] Zhang Bo. *Research on the Construction of Colleges "Curriculum Ideology and Politics" in the New Era*. Changchun: Jilin University, 2022: 44.
- [2] Wang Fang. *Exploration of exerting the main channel role of Ideological and Political theory Course in the Construction of "Curriculum Ideological and Political"*. *Educational Theory and Practice*, 2020 (6): 35-37.
- [3] Lu Lige, Wu Kaili. *Triple logic of resource mining of Ideological and Political Education in Curriculum Ideology and Politics*. *Ideological Education Research*, 2020 (5): 74-78.
- [4] Qiu Weiguang. *The Value Implication and Generation Path of curriculum ideological and political*. *Ideological and Theoretical Education*, 2017 (7): 10-14.
- [5] Tan Hongyan, Guo Yuanyuan, Wang Juanjuan. *Construction and improvement of curriculum Ideological and political evaluation index system in Colleges and Universities*. *Teacher Education Research*, 2020 (5): 11-15.
- [6] Liu Lu. *Research on the realization path and guarantee mechanism of curriculum ideological and political education*. Qingdao: China University of Petroleum (East China), 2019: 32.
- [7] Wang Mengjie. *Research on the collaborative construction of "ideological and political courses" and "curriculum ideological and political" in colleges and universities*. Taiyuan: Taiyuan University of Science and Technology, 2021: 27.