

Teaching Research and Practice of Econometrics in the Context of Curriculum Ideology and Politics

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Abstract: The ideological and political construction of college curriculum is a key measure to improve the quality of talent cultivation. Under the background of educational reform in the new era, we should conduct curriculum ideological and political research according to the characteristics of each course. Based on the characteristics of the econometrics course, we mainly explain how to integrate its ideological and political elements into teaching materials in this paper. It helps to break the long-term "island effect" of professional and ideological and political education. At the same time, we can draw on it to enhance humanistic literacy and promote ideological and political reform in other professional courses.

1. Introduction

In May 2020, the Ministry of Education issued the "Guidelines for Ideological and Political Construction of Curriculum in the universities", which proposed that we should comprehensively promote curriculum ideological and political construction and make full use of each course's nurturing role. In order to cultivate high-level and high-quality talents, a series of reforms have been carried out around the ideological and political construction of the university curriculum.

In this context, domestic scholars gradually pay attention to the ideological and political construction of the curriculum. Some scholars conduct research on the exploration of curriculum ideological and political elements. For example, Chi Linfeng et al. use Biochemistry as an example to explore the ideological and political elements of Chinese medicine culture [1]. Wang Jian et al. extract the elements of ideology and politics in the "Finance" course from five aspects and propose a reform path [2]. He Longgang et al. use the teaching design method of connection of three principles to explore the ideological and political elements [3].

Some scholars conduct research on the teaching model of curriculum ideology and politics. For example, Yin Jinping believes that the outcome-based curriculum ideological and political teaching model can better integrate professional education with moral education [4]. Hu Xiaojie et al. analyze the current situation of ideological and political teaching in higher vocational English courses and propose an online and offline blended teaching model [5]. Zhang Jing takes the public English course as an example and examines the path of realizing the "one body, two wings, three classrooms" model of curriculum ideology and politics [6].

Some scholars conduct research on the construction of teaching teams of curriculum ideology

and politics. For example, Li Hong et al. put forward suggestions to improve the teaching staff construction of curriculum ideology and politics in universities [7]. Yang Hui believes it is important to give full play to the role of the university teaching staff in the context of curriculum ideology and politics [8]. Liu Jiao pointed out the ways to strengthen the construction of teaching teams of curriculum ideology and politics, such as strengthening teachers' awareness of nurturing people and enhancing teachers' ability to nurture people [9].

Some scholars conduct research on the safeguard mechanism of curriculum ideology and politics. For example, Liu Lu explores the realization path of curriculum ideology and politics from the parts of organizational guarantee and policy guarantee [10]. Zhang Xinyu studies the guarantee mechanism of the e-commerce professional course [11]. Meng Lin thinks that a comprehensive ideological and political guarantee should be a joint effort from three aspects, including university teachers, schools and curriculum implementation [12].

We can gain abundant experience from the above literature and explore ideological and political elements of the econometrics course to promote its ideological and political construction.

2. The Development History of Curriculum Ideology and Politics

In terms of development history, we first launched the pilot work of curriculum ideology and politics in Shanghai universities, then expanded it in accordance with the fundamental task of moral education, and eventually brought it to normality. The specific time points are shown in Figure 1.

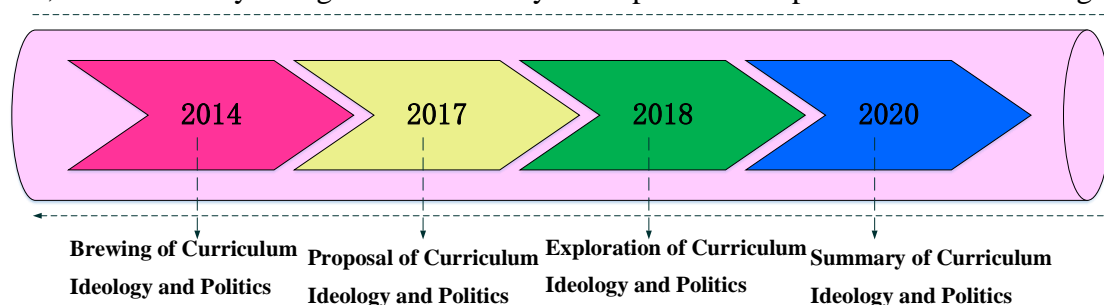


Figure 1: The development history of curriculum ideology and politics

2.1. Brewing of Curriculum Ideology and Politics

Curriculum ideology and politics originated in 2014 and was proposed by the Shanghai Municipal People's Government in the process of promoting comprehensive education reform. In 2014, the Shanghai Municipal People's Government issued the Shanghai Comprehensive Education Reform Program (2014-2020) and established three basic objectives. From within the education system, the core of the three target systems is to adhere to the principle of people-centered education and moral education first. Since then, a series of explorations have been carried out in Shanghai universities, such as the promotion of a number of "China Series" courses like "The Great Power Strategy".

2.2. Proposal of Curriculum Ideology and Politics

In December 2017, Curriculum ideology and politics was officially presented for the first time in the form of an official document. The Ministry of Education released the "Implementation Outline of the Quality Improvement Project of Ideological and Political Work in Universities", pointing out that we will vigorously promote the reform of curriculum teaching with the objective of curriculum ideology and politics. The general idea is to focus on the shortcomings and weaknesses. We should

insist on cracking the problem of unbalanced and insufficient ideological and political work in universities as the target point, focus on building an integrated education system, and open up the last kilometer of education. At the National Conference on Ideological and Political Work in Universities in 2016, General Secretary also pointed out that all other courses should guard a section of the canals and plant responsible fields so that all kinds of courses and ideological and political theory courses go in the same direction.

2.3. Exploration of Curriculum Ideology and Politics

In May 2018, General Secretary pointed out at a symposium for teachers and students at Peking University that moral education should be internalized in all areas, aspects and links of university construction and management. These important statements play an indispensable role. They are important guidelines for us to follow in the process of promoting the ideological and political construction of the curriculum and are conducive to deepening our understanding of ideological and political education.

2.4. Summary of Curriculum Ideology and Politics

In May 2020, the Ministry of Education issued a guidance outline. The outline focuses on the fundamental questions of what kind of people to train, how to train people and for whom to train people. From it, we can understand the objectives, requirements and contents of the construction of curriculum ideology and politics in the new era. It is a guiding document to comprehensively promote the ideological and political reform of the curriculum in universities and is a milestone achievement of teaching reform.

3. The Necessity of Ideological and Political Construction of the Econometrics Course

Curriculum ideological and political construction is mentioned in "The Guideline for Ideological and Political Construction of Curriculum in the Universities". This is a strategic measure to implement the mission of moral education. Curriculum ideology and politics does not refer to a specific type of course but is a system that includes content and methods of ideological and political education for students through the carrier of various courses such as general education courses, basic courses and professional courses. The educational content of curriculum ideology and politics can't be separated from the teaching content and teaching process of each course itself, especially for professional courses. We use the professional courses as a vehicle from which to draw beneficial nutrients, thus cultivating in our students a correct worldview, values and outlook on life, as well as a scientific spirit.

Econometrics is one of the compulsory core courses for undergraduates whose major is economics. The econometrics course is a combination of economic theory, mathematics and statistics. Its models and methods have been used in many courses, such as Economics, Management Science, and Sociology. Thus, the ideological and political teaching of the econometrics courses plays an important role in improving the quality of students' moral education. Therefore, teachers should take all effective measures to promote ideological and political teaching of the econometrics course. By guiding students to understand the principles of econometrics from a curriculum ideological and political perspective, teachers not only better help students understand the concepts and principles, but also tend to resonate with them and optimize the teaching effect.

4. The Exploring and Practice of Curriculum Ideological and Political Elements in Econometrics

With the continuous development of the ideological and political reform of the curriculum, the traditional teaching model is no longer well suited to the needs of modern education. As a result, teachers should add ideological and political elements to the teaching content and actively strengthen the excellent traditional Chinese culture. There are a large number of ideological and political elements embedded in econometrics. By systematically distilling and summarizing them, and adopting the teaching method of cases, teachers can well accomplish the construction of curriculum ideology and politics. Here are six practical approaches for them to consider.

4.1. The Patriotic Feeling of "Family-State Isomorphism"

Students develop patriotism through the analysis of typical cases related to Chinese economic development. For example, research on the change in residents' consumption expenditure level from 2015 to 2021 and the leverage ratio of local governments. Students can intuitively feel the achievements of Chinese development through these examples. It helps not only their national identity but also their sense of national pride. Teachers should guide students to pay attention to national affairs and cultivate patriotic feelings.

4.2. The Moral Sentiment of "Society Prosperous and People Living in Peace"

When discussing time series, teachers can compare grain self-sufficiency rate and per capita grain possession in China from 1949 to 2020. Students can realize the outstanding contributions of Yuan Longping to our social and economic development and world food security. In the presentation of the main points of multiple linear regression, a study on the impact of the new epidemic on Chinese economic growth was chosen as a case study. At the same time, teachers should introduce respiratory expert Zhong Nanshan so that students can realize his great contributions to the battle against the epidemic. In their teaching work, students are encouraged to look up to these role models and learn from the great spirit in them.

4.3. The Craftsman Spirit of "Possessing Rigorous and Pragmatic Style"

In the chapter on heteroskedasticity, the impact of income from rural businesses on the growth of consumption expenditure in rural China is introduced as a case study. The teacher leads the students to solve the heteroskedasticity problem and inspires them to summarise the methodological steps. If students want to solve the heteroscedasticity problem, they need to constantly estimate, test, revise, re-estimate, re-test and re-adjust the model and repeatedly correct mistakes. The craftsman spirit of possessing rigorous and pragmatic style of students is cultivated through this process.

4.4. The Mission of "Unshirkable Responsibility"

A number of the Nobel Prize in Economics awards have been associated with econometrics. For example, the first Nobel Economics Prize in 1969 was used in commending Ragnar Frisch and Jan Tinbergen for "The development and application of dynamic mode to the analysis of economic processes". The Nobel Economics Prize in 1989 was used in commending Trygve Haavelmo for establishing the basic guiding principles of modern econometrics. Through these examples of famous people, teachers teach students to use what they have learned to contribute to the enrichment of the country and the development of society.

4.5. The Good Qualities of "Modesty and Prudence"

Neither people nor things are omnipotent. In the DW test lesson, teachers ask students to explore the advantages and disadvantages of the DW test. Although the DW test is widely used and has many advantages, it still has its own scope of application. By using this knowledge, students are guided to associate it with a personal level so that they understand that no one is perfect. We should all remain humble and acknowledge our shortcomings.

4.6. The Learning Attitude of "Truth-seeking"

In our daily life and study, we often have the idea that he can do it and I can do it too, especially when we think that the thing that "he can do" seems to be very simple to do. But in reality, this is a wrong idea. Correlation is not cause and effect, we have to see the essence through the phenomenon. When explaining correlation and regression, teachers introduce the stories of Bill Gates dropping out of school and Zuckerberg dropping out of school. They can then ask students to use measures to test the relationship between dropout and success. By testing, students can find that the relationship between the two is only correlation, and there is no causal relationship. On this basis, the teacher expands and teaches students not to look only at the appearance of things, but to have the determination to seek the truth and explore the inner essence of things.

5. Conclusions

Curriculum ideological and political education is a human-centered view of education. The ideological and political reform of the econometrics course promotes the whole process of student education. As the main body of knowledge transfer and education, teachers should strengthen the integration of econometrics education with ideological and political education. We explore six ideological and political elements in econometrics and propose practical approaches in this context. Teachers can refer to these approaches to carry out teaching activities. It helps to break down the "two skins" phenomenon of professional education and ideological and political education.

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