

# *Research on the Teaching Model of Ideological and Political Education in Higher Education Curriculum under the Concept of “Three Complete Education”*

Chen Weijia<sup>1,2</sup>, An Xiaojie<sup>1</sup>

<sup>1</sup>Xinjiang University of Political Science and Law, Tumushuke City, Xinjiang, 843900, China

<sup>2</sup>University of the Northeast Federation of Russia, Yakutsk, Russia

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**Abstract:** The contemporary landscape of higher education in many countries is increasingly emphasizing the integration of ideological and political education into their curriculum. One notable framework that has gained traction in shaping this educational approach is the concept of "Three Complete Education" in China. Within this context, ideological and political education holds a significant position within the higher education curriculum. This education aims to nurture students not only as knowledgeable professionals but also as active participants in societal development, imbued with a strong sense of social consciousness and commitment to the nation's prosperity. Constructing the "Three All-Round Education" curriculum ideological and political education requires the seamless integration of ideological and political education content such as moral character, honesty, patriotism, craftsmanship, and innovative consciousness into the teaching content of professional courses. In advancing the curriculum's ideological and political education, teachers should start from themselves, update their educational concepts, emphasize moral cultivation, focus on instructional design, and establish corresponding evaluation mechanisms to ensure that each course fulfills its role in nurturing students' ideological development. Such an approach enables the realization of comprehensive, continuous, and all-encompassing educational objectives, thereby fostering students' comprehensive development.

## 1. Introduction

"Curriculum ideological and political education" is a measure of our school to actively respond to moral education work and implement the concept of "three full education". It aims to further enhance the ideological and moral cultivation of university students and promote their comprehensive development. However, amidst the current implementation of "Curriculum Ideological and Political Education," certain inadequacies exist. Given this overarching context, there is a pressing need to actively promote the construction of "Curriculum Ideological and Political Education," thoroughly explore the ideological and political elements embedded within professional and general courses, and effectively integrate the content of ideological and political

education into the course teaching process. This endeavor aims to achieve the unity of knowledge dissemination and value guidance, nurturing individuals who possess both moral integrity and talent, adapting to the needs of new circumstances and challenges in the current era.

## **2. Overview of the "Three All-Round Education" Concept and Curriculum Ideological and Political Education**

### **2.1 The "Three All-Round Education" Concept**

The "Three All-Round Education" concept encompasses three crucial aspects: firstly, "educating everyone," implying that all faculty and staff in higher education institutions should undertake moral education tasks, integrating them into their respective job responsibilities, collectively assuming the responsibility of nurturing students' growth and development. Secondly, "educating throughout," signifying that moral education should permeate the entire span of a young student's university life, from admission until graduation, tailoring ideological and political education according to students' psychological characteristics at different stages. Lastly, "educating in all respects" involves creating multiple moral education platforms that encompass learning in professional knowledge, ideological and political spheres, as well as extracurricular activities. This expansion creates a wider space for moral education. This concept features integrality, coordination, practicality, and developmental attributes, serving as a vital guiding principle for contemporary higher education institutions in conducting ideological and political education<sup>[1]</sup>.

### **2.2 Concept and Value of Curriculum Ideological and Political Education**

The concept of "Curriculum Ideological and Political Education" refers to the integration of ideological and political education elements into the teaching content of professional courses, incorporating them during the dissemination of specialized knowledge. This approach elevates the teaching methodology from a singular instructional approach to a cooperative one, enabling both professional and ideological and political courses to fully serve their educational functions. Within professional courses lie numerous moral education elements. For instance, integrating stories of patriotism from renowned scientists within the field fosters patriotic sentiments, while linking present professional development encourages students to strive for continuous improvement and international excellence. Surveys indicate that among university personnel, professional course instructors have the most significant impact on students. Their actions and values often leave a lasting impression on students, difficult to dissipate over time. Therefore, if educators can effectively integrate ideological and political education into the imparting of specialized knowledge, subtly infusing ideological and political education, it can yield abundant moral education results through gradual and imperceptible influence.

## **3. Principles of Curriculum Ideological and Political Education in Universities under the "Three All-Round Education" Concept**

### **3.1 Principle of Moral Education**

The fundamental task of higher education lies in moral education, where the primary responsibility of educators is to nurture moral character, and the fundamental requirement for students is to develop exemplary virtues. The principle of moral education stands as the core mission of higher education, and the nation has provided a clear answer regarding the kind of talents universities should cultivate. This implies that all courses and teaching activities should

encapsulate elements of moral education, focusing on the moral development of university students. In the construction of "Curriculum Ideological and Political Education," adherence to the principle of moral education is of paramount importance. Firstly, this principle assists in setting the guiding direction for curriculum construction in universities. The concept of moral education encompasses the fine traditional virtues of the Chinese nation and the ethical values of Chinese socialism, including unwavering communist beliefs, fostering common ideals of Chinese socialism, adhering to social ethics, and upholding professional ethics to enhance individual moral character. Adherence to the principle of moral education aids educators in gaining a deeper understanding and learning from the fine traditional virtues of the Chinese nation, enhancing their ideological and political literacy, ensuring that the implementation of the curriculum aligns with the correct political orientation. Secondly, this principle helps implement ideological and political work in universities<sup>[2]</sup>. The idea of education throughout implies that all courses contain moral concepts and ideological consciousness, subtly influencing students in a silent and imperceptible manner. All courses, in harmony with ideological and political courses, collectively strive to enhance the core mission of moral education in universities and improve the effectiveness of ideological and political education. Upholding the principle of moral education requires a correct understanding of the status of moral education, wherein moral education and professional learning complement each other and mutually influence one another. The integration of moral education content into professional courses assists university students in receiving moral education while focusing on their studies, enhancing their moral literacy through subtle influence. Similarly, the improvement of students' moral literacy contributes to their dedication to rigorous professional learning and adherence to professional ethics. Therefore, "Curriculum Ideological and Political Education" upholds the principle of moral education to achieve the unified goal of value guidance and knowledge dissemination in courses.

### **3.2 Principle of Comprehensive Design**

The comprehensive design principle for the construction of "Curriculum Ideological and Political Education" involves the processes of all-staff participation, lifelong nurturing, and all-round coverage. It centers on courses as the foundation with teachers as key components. To achieve favorable outcomes, course designs should uphold integrality, where each course emphasizes collaboration, facilitating the systematic integration of ideological and political education with knowledge impartation. Initially, establishing an all-staff participation framework in nurturing is essential. This entails the involvement of university party committees, administrative staff, and logistical personnel in moral education. Moreover, counselors play a role in monitoring students' ideological states in daily life and guiding their upward development. Subsequently, building an integrated ideological and political education system becomes imperative. In the construction of "Curriculum Ideological and Political Education," involving both specialized and general courses, it should be embedded throughout the entire teaching process. Due to the nature of different courses, there is a tendency for each to function independently. Therefore, the construction of "Curriculum Ideological and Political Education" links various courses to ideological and political courses to ensure alignment in nurturing objectives and direction. Through comprehensive design, harnessing ideological and political materials from various disciplines and effective integration strengthens interdisciplinary communication, forming a comprehensive design of ideological and political education under the paradigm of "integrating the three types of courses." Finally, the comprehensive design principle of "Curriculum Ideological and Political Education" encompasses all-round nurturing coverage. On one hand, it focuses on holistic cultivation encompassing morality, intelligence, physical fitness, aesthetics, and labor. Through comprehensive course design, it achieves comprehensive development across these aspects. For example,

incorporating professional norms into accounting courses enhances students' professional ethics and legal awareness, while infusing labor education content nurtures students' research spirit and industrious qualities. On the other hand, emphasis on campus environmental development leverages implicit education, fostering an atmosphere conducive to nurturing. For instance, utilizing campus bulletin boards to post notices about virtuous acts, showcasing frugality and environmental protection concepts, elevates students' attention and care for the environment. Lastly, the construction of "Curriculum Ideological and Political Education" requires support and impetus from families and society. Schools can align parental communication with socialist core values, strengthening the consistency between family education and "Curriculum Ideological and Political Education." Simultaneously, establishing internship bases with cooperative enterprises nurtures students through social practice<sup>[3]</sup>.

### 3.3 Principle of Implicit Infiltration

"Curriculum Ideological and Political Education" and ideological and political courses are crucial means of implementing the core task of moral education in universities and enhancing students' ideological and political literacy. Ideological and political courses are pivotal in fulfilling the task of moral education. As the primary sites where university students receive ideological and political education, these courses explicitly permeate students' ideological and political literacy through course content, playing an irreplaceable role in nurturing. Meanwhile, "Curriculum Ideological and Political Education" aims to explore the nurturing potential across all courses, leveraging classroom education to enhance teachers' nurturing capabilities, effectively promoting and complementing nurturing efforts, ultimately achieving an educational effect through subtle influence.

On one hand, the construction of "Curriculum Ideological and Political Education" requires the full utilization of disciplinary strengths to guide students' value concepts. Each school or department should focus on course content and teaching methods, devising specific strategies tailored to their disciplines when promoting "Curriculum Ideological and Political Education." Furthermore, these efforts serve as reference points for the construction of "Curriculum Ideological and Political Education" in other disciplines. For instance, within a mathematics class, using the story of the renowned mathematician Hua Luogeng, who was unmoved by fame and continuously dedicated himself to the country, could inspire students' sense of mission and patriotism.

On the other hand, incorporating local culture in "Curriculum Ideological and Political Education" is pivotal. For example, universities in Zhejiang could integrate the pioneering spirit, endeavoring spirit, and dedication spirit from "Red Boat Culture" into non-ideological courses, effectively utilizing local cultural characteristics to drive cultural nurturing, advancing the construction of "Curriculum Ideological and Political Education" in universities.

It is essential to highlight that implicit infiltration is not entirely concealed but relatively subtle compared to the direct and explicit education provided by ideological and political courses. For instance, in patriotism education, ideological and political courses explicitly instruct students on how to love their country, while integrating this content into specialized courses could utilize the patriotism stories of renowned figures in the field, combining them with professional knowledge learning to influence, inspire, and educate students through the power of exemplary role models.

## **4. Pathways for Promoting "Curriculum Ideological and Political Education" Under the Concept of "Three-Pronged" Education**

### **4.1 Advancing "Curriculum Ideological and Political Education" Begins with Teachers Themselves**

Implementing "Curriculum Ideological and Political Education" must start with teachers, truly achieving mutual enhancement of teaching and personal growth. Firstly, teachers need to enhance their own cultural cultivation and level of ideological, moral, and political theories, firmly establishing correct political stances, continuously learning, enriching themselves with socialist ideologies with Chinese characteristics in the new era, and demonstrating a proper teaching attitude to students. Secondly, adhering to the teaching philosophy of "student-centered," teachers should actively communicate with students. Understanding their psychology and needs through heart-to-heart conversations allows for teaching content and methods to be contemplated from the students' perspective. By adeptly integrating ideological and political education content into professional course teaching, subtly elevating students' ideological consciousness and moral upbringing through moderate guidance occurs. Lastly, teachers should pay attention to their words and deeds, fully embodying exemplary behavior. "Being knowledgeable as a teacher, being virtuous as an exemplar" guides and motivates students through teachers' personal demonstration, fostering students' enthusiasm for knowledge acquisition and promoting comprehensive and healthy intellectual and moral development.

### **4.2 Advancing "Curriculum Ideological and Political Education" Requires Conceptual Updates**

Some teachers in higher vocational colleges, particularly those teaching science and engineering courses, might lack the concept of lifelong nurturing, leading to misunderstandings regarding "Curriculum Ideological and Political Education." They might misconceive it as specialized ideological and political education in every class, struggling to coordinate the relationship between specialized knowledge impartation and ideological and political education, especially with limited classroom hours due to the emphasis on practical teaching in higher vocational colleges. Incorporating ideological and political content into specialized courses can effectively enhance professional knowledge and skill cultivation. Therefore, teachers in higher vocational colleges should update their concepts, integrating content from ideological and political education in higher education into various aspects of course teaching to silently nurture moral education. By employing suitable teaching designs, a new model fostering lifelong nurturing and comprehensive development is established. Leveraging the ideological and political education function within specialized courses allows for subtle nurturing of students, simultaneously enhancing their ideological morality and professional skills. Moreover, advancing "Curriculum Ideological and Political Education" should adhere to the political and scientific teaching principles of ideological and political courses, ensuring accurate and correct teaching through collective lesson planning and teaching observation systems<sup>[4]</sup>.

### **4.3 Advancing "Curriculum Ideological and Political Education" Prioritizes Morality**

Noble character serves as the cornerstone of an individual and society. Superior moral character, like a vibrant seed, bears the fruits of success along life's journey. Conversely, individuals with poor morality pose potential risks as their pursuit of negligible self-interest might lead to actions that undermine organizational interests. Therefore, before educating students on how to accomplish

tasks, it's crucial to educate them on how to be a person. Rich resources of ideological and political education exist within outstanding traditional cultures, such as the Confucian emphasis on benevolence. Exploring contemporary interpretations of filial piety, the evolution and development of the principle of putting people first, among others, form the basis of the "nurturing individuals with moral character" concept. In teaching specialized courses, prioritizing moral education and placing character education at the forefront nurture students' correct worldview, outlook on life, and values, shaping commendable behavioral habits, ultimately enhancing their overall quality.

#### **4.4 Emphasizing Teaching Design in Advancing "Curriculum Ideological and Political Education"**

The teaching objectives of professional courses and ideological and political courses serve the mission of "nurturing individuals with moral character." In reality, there exists an inherent connection between the knowledge imparted in professional courses and the content of ideological and political education. Professional courses not only convey specialized knowledge but also encompass elements of philosophical viewpoints, thinking methods, and exploratory spirits related to ideological and political education. These elements provide valuable materials and examples for ideological and political education. Therefore, rather than artificially imposing moral education, it is crucial to prioritize the teaching design of "Curriculum Ideological and Political Education," meticulously preparing lessons, and extracting ideological and political elements from professional courses while designing teaching content.

In the teaching design process, understanding the ideological and political values and significance contained within the practical aspects and disciplinary developments of higher vocational students is essential. Ensuring that the teaching content is both authentic and holds values for ideological and political education is paramount. Finding appropriate connection points, highlighting the intrinsic relationship between imparting specialized knowledge and ideological and political elements, maximizes the effectiveness of ideological and political education. Teaching design should align with the developmental needs of higher vocational students and talent cultivation standards, focusing on problem-solving to help students identify and resolve issues. Scientific and rational teaching design makes the content of professional courses more vivid and engaging, significantly boosting students' enthusiasm for learning. By organically integrating teaching content from professional courses with ideological and political content, the teaching material in professional courses becomes richer and more interesting, truly achieving the goal of "nurturing individuals with moral character."

#### **4.5 Establishing an Evaluation Mechanism in Advancing "Curriculum Ideological and Political Education"**

Currently, various higher vocational colleges are actively promoting the construction of "Curriculum Ideological and Political Education," yet there is an urgent need to standardize its teaching management and evaluation mechanism. A rational and effective evaluation mechanism can inspire teachers' enthusiasm, guiding them to improve teaching design and ideological and political teaching methods. Evaluation results can assist teachers in promptly adjusting teaching content and methods, optimizing the integration of ideological and political education into professional courses, thus enhancing teaching effectiveness.

Establishing an evaluation mechanism for "Curriculum Ideological and Political Education" is crucial for reinforcing the teaching community's recognition of the importance of ideological and political education, ensuring that the "nurturing moral character" function is fully reflected in course design and teaching organization. Simultaneously, establishing a sound and long-term mechanism

for teachers' ethics and professional conduct, implementing a strict "ethics veto" system, emphasizes the value-oriented approach to nurturing individuals. Performance evaluation concerning the nurturing function of professional courses and the actual effectiveness of teachers' moral education promotes the unity of teaching and educational objectives.

The evaluation of "Curriculum Ideological and Political Education" should emphasize qualitative and process evaluations, avoiding simplistic quantitative and outcome evaluations to prevent one-sided assessments. Furthermore, refining the evaluation and recruitment assessment mechanisms for teachers and implementing incentive measures should highlight teachers' contributions in the realm of "Curriculum Ideological and Political Education." This action aims to stimulate teachers' enthusiasm and initiative, fostering the comprehensive development of ideological and political education work.

## 5. Conclusion

"Curriculum Ideological and Political Education" is a complex systematic endeavor that reforms teaching based on the concept of "nurturing individuals with moral character." It establishes a curriculum system for ideological and political education involving cross-disciplinary integration and complementarity. Given the diverse emphases within different course teachings, the methods to advance curriculum ideological and political education also vary. Only by grasping the overall direction of curriculum ideological and political education, starting from individual teachers, continuously updating perspectives, prioritizing moral education, emphasizing teaching design, and establishing corresponding evaluation mechanisms, can the full potential of each course in nurturing students' ideological thoughts be realized. This approach aims to achieve comprehensive nurturing, lifelong nurturing, and the participation of all in nurturing, ultimately fostering students' holistic development.

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