

# ***Research on the Improvement Path of College Teachers' Teaching Ability of Course Ideological and Political Education in the New Era***

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**Keywords:** College Teachers, Course Ideological and Political Education, Teaching Ability, Improvement Path

**Abstract:** Course ideological and political education construction is an important measure for universities to fulfill their fundamental mission of cultivating people with integrity. This paper expounds the connotation of the teaching ability of college teachers in course ideological and political education in the new era, and on the basis of a correct understanding of the current situation of the teaching ability of college teachers in course ideological and political education, it puts forward measures such as encouraging the publishing industry to update textbooks, building a platform for teachers to learn, innovating the mechanism of course ideological and political education construction, optimizing teaching content, and improving teaching methods, etc., to systematically propose the path for enhancing the teaching ability of college teachers in course ideological and political education in the new era from the perspectives of government, universities, and teachers, in order to better promote the construction of course ideological and political education.

## **1. Introduction**

In June 2020, the Ministry of Education issued the Guidelines for Course Ideological and Political Education (CIP) Construction in Colleges and Universities, which stated that “the key to comprehensively promoting CIP construction is teachers. We should encourage teachers to further strengthen their sense of education and find the right angle for education, enhance their ability to educate, and ensure that CIP construction is implemented and effective [1].” CIP, as a new direction and requirement for teaching reform, has attracted widespread attention and research from relevant scholars. CIP refers to the in-depth exploration of the ideological and political education elements contained in all specialized courses, general education courses, and other courses, and working together with political education courses to form a comprehensive ideological and political education system that involves all members, all processes, and all aspects [2]. Under this background, all courses should accelerate their ideological and political education construction and work together with political education courses to form a synergistic effect in education and shoulder

the heavy responsibility of implementing the morality-based education mission.

CIP is a powerful weapon for strengthening students' ideological and political education and cultivating their all-round development in terms of morality, intelligence, physique, aesthetics, and labor. It is an important measure to enrich educational forms and improve educational quality. It is also the only way to educate people for the Party and nurture talents for the country and run people-satisfying education in the new era [3]. College teachers in the new era should take the construction of CIP as their own responsibility and enhance their ability to teach CIP. They should contribute to cultivating talents with all-round development.

## **2. The Connotation of College Teachers' Teaching Ability of CIP in the New Era**

The ability of college teachers to integrate ideological and political education into their courses is the decisive factor in whether the construction of CIP can be achieved. The ability of college teachers to integrate ideological and political education into their courses is a comprehensive concept, and its connotation should be derived from a thorough understanding of the two key concepts of CIP and teaching ability.

CIP is defined as “integrating political identity, national awareness, cultural confidence, and personality cultivation, etc. into the inherent knowledge and skills taught by various courses through reforming the course goals, content, structure, and modes, to achieve the organic combination of explicit education and implicit education, promote the free and all-round development of students, and fully play the role of educating and cultivating talents [4].”

The overall teaching ability of college teachers consists of two aspects: humanistic literacy and professional ability. Humanistic literacy refers to humanistic knowledge and moral cultivation [5]. The professional ability of college teachers is manifested as follows: the mastery of educational knowledge and practical ability, as well as the mastery of the professional knowledge and teaching ability of the subjects they are engaged in. Among them, the former includes: the ability to observe and grasp the situation of students, communication ability, language logic and expression ability, organizational ability, psychological quality, innovation ability, and information-based teaching ability [6]. The latter includes: the depth of professional knowledge foundation, the ability to update professional knowledge, professional teaching research ability, and academic research ability [7].

In summary, the teaching ability of college teachers in CIP can be summarized as the ability to optimize teaching content and methods around CIP.

## **3. The Current Status of College Teachers' Teaching Ability of CIP**

### **3.1. Inadequate Understanding of CIP**

Many teachers have a narrow understanding of the connotation of CIP. Many teachers think of political theory and red education when they talk about course ideological and political education. Obviously, this is an example of the “two skins” phenomenon between ideological and political education classes and professional classes. All the positive guidance on morality that can be given to students in the classroom belongs to the scope of CIP. The education of firm ideal and belief, the cultivation of sharp political judgment are CIP. Similarly, the teacher's good behavior and demeanor, and solid teaching ability in the classroom are also CIP [8]. Some teachers, on the other hand, have an overly “broad” understanding of the connotation of CIP, and stuff any content they want into it without any logical thinking or systematic grasp of the teaching content. Such “two-extremes” deviation will interfere with or mislead teachers in grasping the teaching content of CIP, and needs to be corrected in practice [9].

### 3.2. Insufficient Excavation of Course Ideological and Political Elements

The course ideological and political elements contained in the knowledge content are the direct moral education content displayed in the materials, but many teachers are unable to mine rich course ideological and political elements from them. The reason for this is mainly due to the following: First, teacher' long-term professional teaching thinking and learning habits make the focus of the course on the teaching of professional knowledge, and lack of investment in students' ideological and political education work; Second, compared with ideological and political teachers, professional teachers have a weak ideological and political foundation and lack sensitivity to ideological and political topics. Research shows that most professional teachers have not received systematic and specialized ideological and political theory knowledge [10]; Third, the professional background of teachers restricts their sensitivity to ideological and political topics, making it difficult for them to mine the ideological and political elements hidden deep in the textbooks and teaching environment [11]. Teachers pay more attention to the transmission of knowledge and skills and tend to neglect the guidance of values. Additionally, the carrier and bridge of CIP is the textbook. In the new era and with new missions, diverse textbooks that are close to life are needed, but the textbooks currently used in schools are difficult, outdated, and hard to understand, making it difficult for teachers to deeply mine ideological and political elements that meet the needs of the new era [12]. This affects the mining of ideological and political elements and produces poor educational effects. In addition to the ideological and political elements in the content of the course, many teachers also tend to ignore the ideological and political elements of behavioral demonstration. Some college teachers are not rigorous in their scholarship, and these teachers do not realize that when they combine difficult points in the course with case studies to explain them in a simple and easy-to-understand way, when they make abstract concepts and principles concrete and vivid, and when they demonstrate the experiment with a rigorous scholarly attitude and a spirit of perfection, these will make college students respect, admire, and trust the teachers, which will help college students establish learning confidence and enhance their sense of self-efficacy in professional learning [13]. Some teachers have insufficient firmness of belief, and they make inappropriate remarks at random in class, which serves as a bad example for students' behavior.

### 3.3. Limited CIP Teaching Methods

Currently, some college teachers do not pay enough attention to teaching design, and their teaching methods are limited. They merely serve as “transporters” of knowledge and ideological elements, without paying enough attention to teaching effectiveness. This situation is very unfavorable for the construction of CIP. Creating ideological and political elements in the context of teaching is also known as “words of instruction”. It is the resource that teachers are currently actively exploring and researching. For example, the mining engineering or geotechnical engineering majors can usually use a real engineering case to link the course knowledge points together. This not only makes the course more attractive and enriches the course content, but also allows teachers to use historical background and industrial spirit elements contained in the engineering case to carry out “moral education” for students and improve their ability to apply theory to practice.

## **4. The Improvement Path of College Teachers' Teaching Ability of Course Ideological and Political Education**

### **4.1. Government Macro Level**

Educators should be educated first, and preachers should understand and believe first. The government can encourage the publishing industry to hire senior ideological and political teachers and professional teachers to jointly develop a series of ideological and political college textbooks, provide reference for professional teachers, and also subtly educate college teachers and enhance the political consciousness of college teachers.

### **4.2. University Level**

#### **4.2.1. Building a Learning Platform and Encouraging Teachers to Communicate**

Higher education is the strategic high ground of China's education, and teachers are the high ground of the high ground; cultivating moral character and fostering talent are the fundamental tasks of education, and training teachers is the fundamental of the fundamental [14]. Colleges and universities should continuously improve relevant systems and organize relevant training courses, build learning platforms, expand learning channels, promote learning and discussion, and achieve the goal of educators first receiving education, helping professional teachers deepen their understanding of the ideological and political education of courses, innovate their ideological and political education teaching methods, and create a good atmosphere for the construction of CIP. Since different majors have different characteristics, it is encouraged that teachers should establish professional teaching groups according to their majors, conduct in-depth discussions and research on the ideological and political elements of professional courses, and promote mutual learning and complementarity among professional teachers through sharing knowledge of ideological and political education of professional courses, ultimately achieving the development of teachers' CIP teaching ability in colleges and universities.

#### **4.2.2. Innovation of the Working Mechanism of Upper and Lower Linkage**

Colleges and universities should first actively implement the requirements of the Guidelines, focusing on "building a work pattern for CIP that is led by the Party committee, jointly managed by the Party committee and the government, coordinated by the teaching department, supported by related departments, implemented by colleges and departments, and characterized by their own distinctive features" [15]. Secondly, colleges and universities should establish corresponding incentive systems to reward teachers who have made outstanding contributions to CIP, encouraging more teachers to participate. At the same time, colleges and universities should innovate their evaluation systems to scientifically regulate and precisely guide the implementation of CIP, and stimulate the active participation of all teachers, related departments, and relevant managers through a comprehensive evaluation orientation [16].

### **4.3. College Teacher Level**

#### **4.3.1. Strengthening the Recognition of CIP**

College teachers should have a correct understanding of CIP. They should realize that CIP is not just the teaching of political theory in the classroom, but all elements that can help students form a correct worldview, life view, and value system. At the same time, college teachers should also

realize that education is an activity of influencing people by people, and the teacher's words and deeds are also important elements of moral education. The teacher's serious and responsible attitude, dedication, joy in one's work, and excellence in teaching and academic research have a subtle and lasting influence on students, leaving an indelible mark on their hearts. Education should not only rely on words but also on example [17].

#### 4.3.2. Optimizing CIP Content

The ideological and political elements are not external additions, but are embedded in the knowledge system. If they are simply added for the sake of adding, they will lose their persuasive power. Teachers should have a solid knowledge base and rely on their professional knowledge to integrate and teach according to the needs of the students. The ideological and political elements should be created in a timely and appropriate manner, and the time should not be too long, otherwise they will overshadow the main educational function [18]. Secondly, the ideological and political elements contained in "CIP" are of various types and large in number, and it is necessary to mine them by dividing them into different majors and levels. Based on the main content and advantage features of each major, the ideological and political education elements should be deeply summarized and condensed [19]. As a teacher, it is necessary to keep up with the times and form the good habit of browsing official websites such as Xinhua Net to obtain timely and authentic news, cultivate a high degree of subject sensitivity and political insight [20], and integrate the latest political elements into the course. In addition, traditional Chinese culture contains rich value concepts and educational methods, which has high value for CIP [21]. Therefore, college teachers can also integrate traditional Chinese culture into teaching.

#### 4.3.3. Improving CIP Teaching Methods

CIP is ideological and political education implemented through specific courses. Only when the courses are taught well can the foundation for ideological and political education be established. College teachers need to improve their teaching methods and promote the construction of CIP.

##### (1) Strengthening Communication and Learning

College teachers should strengthen communication and exchange with peers inside and outside the school. In teaching practices such as attending classes, joint lesson planning, observing famous teachers' open classes, and participating in political education teaching competitions, they should pay attention to learning the teaching methods of CIP. At the same time, they should fully utilize network resources or participate in academic conferences to exchange teaching ideas and research topics with teachers from other universities. In the process of exchanging ideas, they can mine and disseminate knowledge of CIP to stimulate further reflection and creativity.

##### (2) Utilizing Modern Technology Wisely

With the deep integration of big data and higher education, big data technology has brought information sharing and technological innovation to college teaching. The "Information Technology in Education (2016-2020)" Plan (Tech. Education (2016) 2) proposes that information technology should be integrated into teaching and management model innovation to promote development through innovation, and drive changes in the ways of providing education services, teaching and management modes, and form a unique path of China's educational informatization development [22]. In the new era, college teachers should fully utilize data mining and analysis technology to extract valuable ideological and political elements from the massive amount of data and apply them to teaching; at the same time, they should use big data technology to conduct precise, comprehensive, and objective analysis of students' learning behavior, deeply understand their interests and learning motivations, and accordingly adopt diversified teaching strategies, such as



case teaching, scenario-based teaching, discussion-based teaching, and virtual practical teaching, to stimulate students' learning interest and guide them to think actively, thus improving their ideological and political learning effect. College teachers can also search for video-based ideological and political materials and use multimedia to play them, thereby raising students' head-up rate and enabling more students to participate in the learning of ideological and political elements.

## 5. Conclusion

The construction of CIP is an important part of the ideological and political education work in higher education institutions in the new era, which has very important implications for the quality of talent cultivation, the construction of the teacher team, and the development of disciplines and majors. The foundation of the teachers' ability to educate lies in knowledge transmission [23]. The government, higher education institutions, and teachers need to shoulder the responsibility of implementing the morality-based education and cultivating the next generation of talents for the cause of the party and the country.

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