

Key Problems and Solutions of Curriculum ideology Construction

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Keywords: Ideology; Curriculum construction; College student

Abstract: With China's economic development, social progress, and improvement of education level, issues related to curriculum ideology construction have gradually attracted people's attention. Curriculum ideology construction is a systematic, complex and continuous project, which will be influenced by many factors such as school-running philosophy, personnel training mode, teachers' competence, scientific decision-making and so on. Ideology course is very important in colleges and universities, which can not only improve students' political literacy, but also help students form good three views to a certain extent. Under the new education mode, ideology education not only depends on the teaching of specialized courses, but also taps the ideological education resources in cultural courses and specialized courses to realize the construction of curriculum ideology. By analyzing the key problems faced by curriculum ideology, this paper introduces successful experiences and practices, and explores the basic rules and solutions of curriculum construction, which is of practical significance for comprehensively promoting ideology education into teaching materials and classrooms.

1. Introduction

Ideology education has always been the core component of the education and teaching system in Colleges and universities. In the changing world pattern and in the complex social environment, curriculum ideology has become the only way to promote the in-depth integration of ideology education and professional curriculum education, which helps to build a "big ideology" pattern of all-round and whole process education [1]. The party and the state have always attached great importance to ideology education. Therefore, ideology course plays a very important role in Colleges and universities, which helps to improve students' political literacy and form a correct outlook on life, values and world outlook [2]. The basis of "Curriculum Ideology" is General Secretary Xi's important discussion on education. He believes that the root of education lies in Building Morality and cultivating people. Only in this way can we promote the all-round development of students and provide society with talents with high comprehensive quality [3]. College educators should focus on clearing the blocking points and obstacles in the teaching practice of curriculum ideology, and strive to break through the practical dilemma of curriculum ideology, so as to systematically and effectively promote the in-depth development of Curriculum Ideology Construction in Colleges and universities. Colleges and universities should pay attention to the ideology curriculum reform, find out the problems in the reform, analyze the causes, learn lessons and experience, and promote the smooth progress of the ideology curriculum teaching reform in Colleges and universities [4].

The so-called curriculum ideology is to integrate the spirit and methods of ideology education into the curriculum of various professional disciplines while carrying out the traditional ideology curriculum, so as to build an effective system of collaborative education, so as to achieve the purpose of education in various professional classes in a subtle way [5]. In the process of education, the implementation of ideology course is necessary, because the comprehensive quality also includes moral quality. Many teachers only pay attention to the students' academic performance in the teaching process, ignore the ideological training, and can not better achieve the educational objectives [6]. The construction of curriculum ideology is a systematic, complex and sustainable project. In the process of construction, it will be affected by many factors, such as school running concept, talent training mode, teacher competency, scientific decision-making and so on. In

practice, the construction of college curriculum ideology still faces many key problems, especially the understanding of the connotation of curriculum ideology, the grasp of the hidden and permeable characteristics of ideology education, and the construction of education mechanism [7]. For colleges and universities, we must build the ideology curriculum according to the actual situation, improve the education system, and grasp the key problems of the curriculum ideology construction. Combined with practical work experience, this paper will explore the thinking and practice of curriculum ideology, explain the key problems and solutions of curriculum ideology.

2. Key problems in the process of curriculum ideology construction

2.1. The implementation scheme of curriculum ideology lacks effectiveness

At present, teachers of specialized courses in many universities have a certain degree of deviation in their cognition of the ideas, and they often stay out of the ideological education work, neglect their own responsibility for educating people, and seriously lack the sense of responsibility for educating people. To study the whole problem, it is necessary to clarify the key problems in the course of curriculum ideology construction to a certain extent. Influenced by the traditional teaching philosophy, many ideology teachers have neglected the students' dominant position in the teaching process, and only talked about theoretical knowledge in a gushing way on the platform, while students listened passively under the platform, which weakened the students' enthusiasm to a certain extent [8]. Classroom functions should be carried out in the whole process of ideological education in colleges and universities, which determines that ideological education should not be limited to ideological classes and some philosophical and social science classes, and professional classes play a more advantageous role in implicit education than ideological classes.

If education subjects want to integrate ideology education into all aspects of college students' professional study, they should actively explore the potential ideology elements in professional courses, and realize the improvement of college students' moral cultivation and the enhancement of their ideals and beliefs while imparting professional knowledge. According to the actual situation, some colleges and universities have not strengthened the research on the teaching methods of ideology, and their teachers are at a low level, so they cannot develop ideology, which indirectly hinders students' future development and progress. At present, the subject of higher education is not deeply aware of curriculum ideology, which is mainly manifested in two aspects. First, the educational subject's understanding of the academic rationality of "what is the connotation of curriculum ideology" is not comprehensive enough, which leads to the tendency of "professional curriculum ideologization" of ideology elements in some courses in order to cater to the administrative direction. Second, the inner identity of educational subjects to "practice curriculum ideology in professional courses" is not strong enough, and the ideological consensus and practical consciousness of curriculum ideology construction have not been generally formed.

2.2. The synergy of curriculum ideology construction needs to be improved

In the classroom teaching practice of colleges and universities, some teachers of specialized courses are unable to deeply interpret the limited ideological elements and lack of attention to the moral education function of specialized courses because of their misunderstanding and limited knowledge reserve ability. Curriculum ideology is to constantly explore the hidden educational resources in the curriculum field through various means, and to impart powerful and in-depth professional knowledge while conducting ideological guidance with temperature and heat. Teachers of all courses should establish the teaching concept of highly integrating teaching objectives with ideological guidance, undertake the dual responsibilities of educating people with knowledge and courses, and fully condense the value paradigm and cultural genes contained in the course implementation. For teachers of ideology, they should not only talk about theoretical knowledge, but pay more attention to practical links. In other words, the foundation and core of ideological course in colleges and universities lies in practical teaching, because blindly theoretical teaching can not only fail to achieve educational effect, but may cause students' sense of resistance. When

students are disgusted with the course of ideology, they will not be able to carry out further teaching work.

In the process of curriculum ideology construction, because some educational subjects do not have a scientific understanding of the division of labor among different majors, they habitually think that practicing curriculum ideology in professional courses means simply embedding curriculum ideology into professional courses by means of ideology classes, while ignoring the full exploration of ideology elements and educational resources in professional courses. Leaders of Party committees at all levels in schools and colleges should bear the main responsibilities, and in particular, all indicators related to the effectiveness of curriculum ideology construction should be included in the assessment scope of the evaluation system, so as to effectively avoid the situation that curriculum ideology is only a superficial effort. At the same time, it is necessary to establish an effective incentive and guarantee mechanism to create favorable conditions for teachers to educate people in ideology in teaching practice.

3. The way to solve the key problems in curriculum ideology construction

3.1. Taking students as the main body in the teaching process

If we want to solve the key problems of curriculum ideology construction, we must take students as the main body in the teaching process, because the teaching philosophy of ideology course must fully meet the needs of modern education, and make clear the learning needs of students. Therefore, teachers of ideology should innovate their teaching ideas, fully take students as the main body, and create teaching contents suitable for students' development, which is also conducive to stimulating students' interest in learning and enabling students to actively analyze the contents of ideology in extracurricular practice. Teachers' value recognition of curriculum ideology is the premise of effective development of curriculum ideology teaching practice, and the depth and validity of curriculum ideology teaching practice depends on teachers' value recognition of curriculum ideology [10]. First, to promote curriculum ideology, we should adhere to the guidance of Marxist theory. It is necessary to apply Marxist theory throughout the whole process of education, teaching and scientific research, explore the ideological education resources of various disciplines in depth, and encourage teachers of various specialized courses to be willing, good at and dare to use Marxist stand, viewpoint and method to guide college students' thoughts from a strategic perspective. It is the first prerequisite to follow the inherent regularity and logic of professional courses. At the same time, it is also necessary to combine the regular characteristics of college students' growth and development, and the current hot issues of politics and education, so as to create curriculum ideology and create a new curriculum.

Organizational design is the key link for the effective integration of ideology education into the whole process of curriculum ideology teaching. In the aspect of teaching subject, we should pay attention to the cooperative leading role of Marxist College in the course of implementing ideology, actively construct the cooperative innovation mechanism of ideology and other professional courses, form scientific, standardized and refined construction management methods, and continuously strengthen the scientific and standardized level of curriculum ideology construction. It is very important to improve the relevant system of ideological curriculum, because the system is the foundation of curriculum ideology construction and the core of curriculum ideology construction. Schools must intensify reform, leaders should pay full attention to the curriculum of ideology, and then take leadership as the core, establish the scientific research department of ideology, clarify the responsibilities of all staff, and support the teaching of ideology.

3.2. Improve the relevant systems of ideological courses

All kinds of professional courses and ideology courses go in the same direction, complement each other and cooperate with each other. For some natural science courses, some research and experiments can be carried out to further let students understand the discipline and the needs of national social development, so as to enhance students' sense of social responsibility and selfless

dedication, and truly achieve the synchronous promotion of professional knowledge and discipline value. To explore a scientific and reasonable curriculum ideology evaluation system. The purpose of activity evaluation is to improve the actual effect of curriculum implementation. Curriculum ideology focuses on teachers, students, educational content and teaching methods, and adopts characteristic indicators for evaluation. This requires taking the optimization of evaluation mechanism as an opportunity to deepen the comprehensive reform in the field of higher education and explore the establishment of a scientific and reasonable curriculum ideology evaluation system. It is difficult to reform the teaching content of ideology course, and it is also difficult to complete it overnight. However, it is necessary to pay more attention to this problem and improve the education system. Only in this way can we improve the teaching quality of ideology in colleges and universities, meet the learning needs of students, and interpret the value of the construction of ideology course. In the process of curriculum ideology evaluation, different evaluation dimensions and perspectives should be reflected for different evaluation subjects to ensure the scientific and comprehensive evaluation.

In the dimension of organizational leadership, the construction of curriculum ideology should be included in the important indicators of the quality evaluation of running a university, and included in the quality evaluation system of party building and ideology in universities. In the dimension of professional teachers, it mainly evaluates students' emotions, attitudes and values in the process of professional learning, their cognition of the professional value of disciplines and their ethics. Curriculum ideology, as a systematic and holistic project, needs to establish a linkage mechanism between grass-roots units and party organizations at all levels under the unified leadership of Party committees in colleges and universities, and improve and implement it from various aspects such as system guarantee and measures. The ultimate goal of promoting curriculum ideology is to enhance college students' ideology literacy and strengthen their ideals and beliefs. The improvement of ideology literacy is a gradual process, and it is necessary to establish developmental evaluation principles. In the evaluation principles, more attention should be paid to qualitative evaluation rather than quantitative evaluation, and more attention should be paid to process evaluation rather than result evaluation. In the teaching process of ideology, teachers can integrate Chinese traditional culture into the teaching content, which can not only strengthen the inheritance of Chinese traditional culture, but also deepen students' understanding of related issues and adapt to the needs of the times. In addition, teachers need to collect all kinds of resources in their spare time, apply the collected data reasonably in practical teaching, and train talents with comprehensive qualities.

4. Conclusions

Curriculum ideology is an important direction of ideological education reform in higher education, and it is an important way to practice curriculum ideology by relying on professional curriculum to carry out ideological education and fully exploiting ideological education content in professional curriculum. Ideology course is very important in colleges and universities, which can not only improve students' political literacy, but also help students form good three views to a certain extent. Therefore, colleges and universities must construct the curriculum of ideology according to the actual situation, perfect the education system and grasp the key issues of curriculum ideology construction. IDE teachers should not only clarify the teaching philosophy, but also further implement the syllabus and teaching materials. Theoretically, teachers of ideology need to further explore and demonstrate, and gradually implement and improve them in practice, so as to promote the all-round construction and development of college curriculum ideology. In this process, educators need to establish the concept of curriculum ideology, attach importance to creating a good learning environment, optimize the teaching methods of curriculum ideology, and improve the guarantee system of curriculum ideology construction, so as to lay a good foundation for the implementation of curriculum ideology and the improvement of the effectiveness of curriculum ideology education.

Acknowledgements

This work was supported by the Foundation of the Ministry of Education of the People's Republic of China (No.18JDSZK076), the ideological and political teaching Foundation Project of Guangdong Province (No.2020GXSZ164)

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