Research on the ideological and political implementation of university education courses from the perspective of "three complete education"

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Abstract: *From the perspective of "three complete education", the role of general education courses in colleges and universities is outstanding, which can provide support for cultivating students' comprehensive quality and ideological and moral accomplishment. This paper investigates and analyzes the implementation of ideological and political courses in general education in universities. The survey found that although most colleges and universities have integrated ideological and political courses into general courses, there are still some problems, such as insufficient combination of ideological and political elements with professional teaching, single teaching method and imperfect evaluation system. In addition, the survey found that the role and participation of teachers in curriculum education also deserve attention. Based on the above problems, some suggestions are put forward on strengthening the curriculum design, innovating the teaching methods, establishing and perfecting the evaluation system, and strengthening the teacher training, so as to promote the effective implementation of ideological and political courses in the general education curriculum.*

Keywords: *curriculum thinking and politics; implementation; investigation*

1. Introduction

Under the background of the current social development and higher education reform, the importance of general education courses in colleges and universities has become increasingly prominent. General education courses account for a large proportion in the curriculum of colleges and universities, which helps students to accumulate basic knowledge such as high mathematics, physics, Chinese and foreign languages, and improve the quality of ideological and political education, labor education, physical education and aesthetic education. Under the perspective of "three complete education", general education in colleges and universities should become the main battlefield of ideological education and the main position of curriculum education. However, the CNKI search found that the implementation of ideological and political education in general education courses in universities is insufficient.

2. The relationship between general education and ideological and political education

2.1 General education

General education is a kind of education model which aims at cultivating students' comprehensive quality and comprehensive ability. Its characteristics include interdisciplinary: general education breaks out of the limitations of disciplines, covers multiple disciplines, breaks down disciplinary barriers, and promotes the integration and intersection between disciplines. Whole-person education: general education emphasizes the cultivation of students' comprehensive qualities such as humanistic spirit, innovative ability and moral accomplishment, aiming at cultivating individuals with comprehensive ability.

2.2 Ideological and political education

Ideological and political education is a kind of education form which aims at cultivating students' ideological and moral quality and civic accomplishment. Ideological and political education, referred to

as ideological and political education, is to guide students to establish correct ideas and firm values through appropriate educational means, and to train the successors to the party's cause and qualified builders and reliable successors to the socialist cause. Ideological and political education aims to cultivate students 'political consciousness, civic consciousness, social responsibility and moral quality, improve students' recognition of the Chinese nation, socialism, the Party and the country, and promote students' all-round development of individuals and the formation of socialist core values. Ideological and political courses are important forms of ideological and political education in schools, and ideological and political courses refer to ideological and political education in non-ideological and political courses.

2.3 The connection between general education and ideological and political education

General education and ideological and political education are closely related, which complement each other and promote each other. The specific correlation points include three aspects: consistent goal, consistent content integration and consistent concept. The consensus of the goal refers to that both general education and ideological and political education are committed to cultivating students 'overall quality and ideological and moral quality, and both pursue the improvement of students' comprehensive ability. Content integration is that in the general education curriculum, ideological education is an important part of the curriculum, and provides theoretical education and moral guidance through an interdisciplinary way. The consistency of educational concept means that both general education and ideological and political education adhere to the student-centered education concept, and pay attention to the cultivation of students' innovative ability, comprehensive quality and humanistic spirit[1].

Through the establishment of general education courses in colleges and universities and the implementation of ideological and political courses, ideological and political education has been better integrated and developed, providing an important platform and opportunity for students' all-round development and the cultivation of socialist core values. At the same time, the content and goal of ideological and political education also enrich the connotation of general education, making it more ideological and humanistic.

3. Investigation on the current situation of ideological and political implementation of general education courses in colleges and universities under the perspective of comprehensive education

3.1 Survey method and sample selection

In this study, a combination of questionnaire survey and qualitative research will be used to understand the current situation of ideological and political implementation of general education courses in universities. Through random sampling, teachers and students from several universities were selected as the sample of the survey. Ensure the representativeness and diversity of the samples to obtain comprehensive data and information.

3.2 Course setting and content analysis

By collecting the general education curriculum and syllabus of colleges and universities, the overall layout and content of the curriculum are analyzed. To understand the specific setting and implementation of ideological and political education in the general curriculum, including the relevant ideological and political education content, and the correlation between disciplines and courses.

3.3 Analysis of teaching methods and means

Through questionnaires and interviews, we can understand the use of teaching methods and means of ideological and political education in general education courses in colleges and universities. It includes the teaching methods, teaching materials and classroom activities adopted by the teachers in the teaching, as well as the students' feedback and evaluation of these teaching methods and means[2].

3.4 Evaluation system and effect evaluation and analysis

Research evaluation system and effect evaluation are crucial to understand the ideological and political implementation of general education courses in colleges and universities. By collecting the relevant evaluation system and effect evaluation indicators, as well as the feedback from students,

teachers and education administrators, the implementation effect of ideological and political education in general education courses is evaluated and analyzed.

3.5 Teacher participation and role analysis

Through questionnaires and interviews, the participation and role identification of college teachers in ideological and political education of general education. To understand teachers' grasp of teaching tasks, their interaction with students, and their attitude towards ideological and political education, as well as teachers' understanding of their own role positioning and training needs, educational institutions can conduct surveys, interviews, or observations. These methods provide valuable insights into teachers' perspectives and allow for targeted professional development programs to support their growth and effectiveness in the classroom.

Through the above investigation and analysis methods, we can fully understand the current situation and problems of the ideological and political implementation of general education courses in colleges and universities, and provide a basis for the follow-up solutions and improvement. At the same time, effective sample selection and data collection can also improve the credibility and scientificity of the research.

4. Analyze the causes of the problem

4.1 The lack of educational concept and orientation

One of the important problems in the ideological and political implementation of general education courses is the lack of educational concept and orientation. Possible problems include: education authorities and universities have insufficient understanding of ideological and political courses, and lack of unified and clear cognition of the concept and orientation of ideological and political integration into general education courses, which affects the design of curriculum setting, teaching methods and evaluation system.

4.2 Imperfect teacher training and support mechanism

Another reason for the problems in the ideological and political implementation of general education courses in colleges and universities is the imperfection of teacher training and support mechanism. Possible problems include: teachers lack of professional ideological and political education knowledge and teaching skills, lack of relevant teaching training and guidance; lack of effective teacher team and interactive communication platform, unable to promote experience sharing and professional growth among teachers.

4.3 Lack of student participation

Another reason for the problems in the ideological and political implementation of general education courses in colleges and universities is the lack of student participation. Possible problems include: students 'insufficient awareness of the importance of ideological and political education in general education courses, lack of awareness and motivation for active participation; curriculum setting and teaching methods fail to fully stimulate students' learning interest and thinking ability, which limits students' participation and learning effect.

The problem in the ideological and political implementation of general education in universities is the result of many factors. The lack of clear educational concept and insufficient guidance, the imperfect teacher training and support mechanism, and the lack of student participation will have an impact on the implementation of ideological and political education. In view of these reasons, targeted reform measures and support mechanisms are needed to improve the quality and effect of ideological and political education of general education courses.

5. Solutions and improvement suggestions

5.1 Strengthen curriculum design and content expansion

Clear core content: in the formulation of the general education curriculum outline, the core content

and objectives of the ideological and political courses should be clearly defined. This can ensure that the teaching content of the clear and key prominent, and make the teaching more targeted and effective.

(2) Expand the educational content: in addition to the traditional ideological and moral cultivation and basic legal knowledge, the scope of ideological and political courses should also be expanded. Schools can strengthen education on national conditions and current affairs to help students understand the country's development and the global situation. They can also enhance social responsibility education to cultivate students' civic consciousness. Additionally, focusing on innovation and entrepreneurship education can promote students' innovative thinking and entrepreneurial abilities. These measures create a comprehensive educational environment that prepares students for future challenges and opportunities.

(3) Focus on the cultivation of core literacy: General education courses should pay attention to the cultivation of students' core qualities, such as critical thinking, problem-solving ability, humanistic care, cross-cultural exchanges, etc. These qualities are essential to the students' lifelong development and social success.

(4) Focus on interdisciplinary integration: In the ideological and political education of general education courses, the integration and intersection of different disciplines should be promoted, so that students can think about problems from multiple perspectives, and enhance their comprehensive literacy and interdisciplinary ability.

By strengthening curriculum design and content expansion, the ideological and political implementation of general education courses in colleges and universities can be more targeted and effective, cultivate students' comprehensive literacy and innovation ability, and make contributions to their personal growth and social development.

5.2 Innovate teaching methods and means

In innovate teaching methods and means, the following measures can be taken:

(1) Diversified teaching methods: Schools can introduce interactive teaching methods, such as case analysis, group discussion, and role play, to enhance students' thinking abilities and stimulate their interest in learning. These approaches encourage active engagement, foster critical thinking, problem-solving skills, and promote collaborative learning. Through the analysis and discussion of actual cases, students can understand and apply the knowledge of ideological and political education.

(2) Interactive teaching: Schools can promote student engagement by introducing interactive teaching methods. These include group discussions, hands-on experiments, simulations, and other techniques that foster collaboration and critical thinking. A dynamic and interactive learning environment motivates students to ask questions, share ideas, and deepen their understanding of the subject matter. For example, teachers can design questions, raise their hands to answer questions, group competitions and other forms to enhance students' participation and enthusiasm.

(3) Use of modern technology: Educators can utilize technology, including online classrooms, platforms, and digital tools, for interactive teaching and online learning. These tools encourage student engagement through virtual discussions, multimedia resources, and collaborative activities. Online platforms offer personalized learning experiences, instant feedback, and access to diverse educational resources. Leveraging these technological tools creates dynamic and interactive learning environments, enhancing student engagement and promoting effective online learning. Through online discussion, online testing, online homework and other ways, improve the teaching effect and teaching experience.

(4) Abundant teaching resources: Educational institutions can establish a variety of teaching resources, such as literature, multimedia aids, and teaching videos. These resources support teachers and enhance students' learning experiences by providing valuable supplementary materials and fostering engagement. Whether in traditional classroom settings or through digital platforms, these resources enable effective teaching and accessible learning.

Through the innovative teaching methods and means, the students' learning interest and thinking ability can be stimulated, and the teaching effect and the teaching experience can be improved. In this way, the ideological and political education of general education courses can be made more vivid and interesting, and can better meet the learning needs of students[3].

5.3 Establish a sound evaluation system

The establishment of a perfect evaluation system is crucial to the development of ideological and political education in the general education curriculum. Our recommendations are as follows:

(1) Diversified evaluation indicators and methods: Educational institutions should formulate diversified evaluation indicators that not only focus on students' knowledge mastery and skill application, but also take into account the evaluation of students' ideological attitude and moral quality. By doing so, schools can provide a comprehensive assessment of students' overall development, including their academic achievements as well as their ethical values and character development. For example, students' academic performance and comprehensive literacy can be evaluated in combination with classroom performance, homework and project reports.

(2) Regular self-evaluation and student evaluation mechanism: Educational institutions should establish a regular self-evaluation and student evaluation mechanism to allow teachers and students to reflect on and assess the effectiveness of teaching. This enables continuous improvement and ensures accountability in the educational process.Through this mechanism, problems can be found and deficiencies improved, so as to improve the quality and effect of teaching.

(3) Timely feedback of the effect of ideological and political education: Ensuring timely feedback of the effect of ideological and political education is crucial for improving and enhancing teaching. Educational institutions should prioritize the collection and analysis of feedback to make necessary adjustments and improvements in their teaching methods and strategies. Teachers can understand students' feedback on the course through regular questionnaires, interviews and group discussions, so as to optimize the teaching methods and content.

(4) Combined with the comprehensive evaluation system: In addition to the traditional performance evaluation, the combined comprehensive evaluation system can be considered. For example, students 'comprehensive quality evaluation can be introduced, including academic performance, social practice, innovation ability, etc., to comprehensively evaluate students' overall performance in ideological and political education of general education courses.

By establishing a perfect evaluation system, we can comprehensively evaluate the effect of ideological and political education of general education courses, check the omissions and fill in the gaps, and improve the teaching quality and effect. At the same time, it can also stimulate students' learning motivation and enthusiasm, and enhance their sense of responsibility and participation.

5.4 Strengthen teacher training and support

Strengthening teacher training and support is the key to improve the quality of ideological and political education in general education courses. Here's some of our suggestions:

(1) Provide special ideological and political education training courses: Educational institutions should provide specialized ideological and political training for general education teachers. This training should cover theoretical knowledge of ideological and political education, teaching methods, evaluation systems, and other relevant topics. Equipping teachers with the necessary skills and knowledge will enable them to effectively deliver ideological and political education to students. In this way, teachers' professional quality and teaching ability can be improved, so that they can better carry out the ideological and political education work of general education courses.

(2) Establish a teacher team and communication platform: Establishing an ideological and political teacher team or research group is essential to provide opportunities for communication and cooperation. This initiative allows teachers to share insights, exchange ideas, and collaborate on enhancing their teaching approaches in ideological and political education. By fostering such a collaborative environment, educational institutions can continuously improve the quality of ideological and political education. Teachers can learn from and improve from each other by sharing experiences and discussing problems. At the same time, online or offline communication platforms can also be established to promote the communication and exchange between teachers on ideological and political teaching.

(3) Encourage teachers to participate in academic research and teaching innovation: Educational institutions should actively encourage teachers to participate in academic research and engage in teaching innovation. By doing so, teachers can enhance their academic level and teaching abilities. This can be achieved through supporting teachers' involvement in research projects, providing resources for professional development, and fostering a culture of continuous learning and improvement. Through

these efforts, teachers will be better equipped to deliver high-quality education and contribute to educational advancements.Incentives such as project funding and incentive mechanism can be provided to encourage teachers to actively participate in research and innovation activities on curriculum.

(4) Provide professional support and guidance: Establishing a professional course for ideological and political teaching support and guidance is crucial for ensuring quality education. Educational institutions should create such a system and invite experienced teachers to provide professional support and guidance to new or less-experienced teachers. This initiative can help to improve the overall quality of ideological and political education and provide ongoing support and mentorship for all teachers. A tutorial system can be set up, with experienced teachers as mentors to guide and train novice teachers.By strengthening teacher training and support, teachers' professional level and teaching ability can be improved, and then the quality of ideological and political education of general education courses can be improved. At the same time, it can also promote experience sharing and professional growth among teachers, and stimulate teachers' teaching enthusiasm and innovation ability.

5.5 Enhance students' participation and responsibility

Enhancing students' participation and responsibility is crucial to the effective implementation of ideological and political education in general education courses. We make the following suggestions:

(1) Increase students' understanding and recognition: By guiding students to understand and identify with the importance and necessity of integrating ideological and political education in general education, they can realize the significance of ideological and political education for personal growth and social development. Students' understanding of ideological and political courses can be strengthened through course publicity, symposiums and lectures.

(2) Strengthen students 'sense of responsibility and mission: By emphasizing the importance of social responsibility and personal mission in the course, students' sense of responsibility and mission can be cultivated. Educational institutions should incorporate these themes into the curriculum and provide opportunities for students to understand the significance of their actions and contributions to society. By instilling a strong sense of social responsibility and personal mission, students will be motivated to make positive impacts in their communities and beyond.Students can be guided to think through activity design, story sharing and other ways, and stimulate their attention to social problems and public affairs.

(3) Create a diversified learning environment and interactive platform: Creating a diversified learning environment and interactive platform is essential to encourage students' active participation in classroom activities. Educational institutions should implement strategies such as group discussions, case studies, role-playing, and other interactive activities. These approaches provide students with opportunities to actively participate, express their thoughts, and engage in critical thinking. By fostering an inclusive and interactive learning environment, students are encouraged to take ownership of their learning journey and become active learners.

(4) Strengthen the interaction between teachers and students: teachers can actively interact with students, understand their learning needs and interests, and pay attention to their problems and perplexities. Targeted support and guidance can be provided through individual tutoring and academic tutor system to help students overcome difficulties and improve their learning effect.

By enhancing students 'participation and sense of responsibility, students' learning motivation and initiative can be stimulated, and the ideological and political education of general education courses can be made more vivid and effective. In this way, outstanding young people with moral sentiment and social responsibility can be cultivated to make contributions to social development and progress.

6. Conclusion

To sum up, the research and analysis of the ideological and political implementation status of general education courses in universities can provide guidance and reference for the future improvement and development. Future research should further focus on the aspects of curriculum design, teaching methods, evaluation system, teacher training, and student participation to promote the successful implementation of curriculum ideological and political integration into general education. To meet the all-round development and social needs of students, it is important to explore more detailed and specific curriculum design for the ideological and political course. This involves clarifying the core

content and objectives of the course. Additionally, it is crucial to research and promote innovative and effective teaching methods such as case analysis, group discussions, and interactive teaching. These methods enhance student participation and improve learning outcomes.The establishment of a scientific and comprehensive evaluation system is necessary. This evaluation system should focus on assessing students' ideological attitudes and moral qualities, as well as evaluating the overall impact of the ideological and political course from multiple perspectives.Teacher training and support must be strengthened to improve teachers' ideological and political abilities and teaching skills. Establishing a teacher team and communication platform can facilitate knowledge sharing and collaboration among teachers.Efforts should also be made to improve students' participation and sense of responsibility. This includes enhancing students' recognition and attention to the ideological and political development in general education courses. Creating a favorable learning environment and interactive platform further supports student engagement and learning.

Acknowledgements

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