

An analysis of ideological and political thinking in college curriculum based on the concept of "Three Complete" education

Hu Xinghua

School of Science, Liaoning Technical University, Fuxin, 123000, China

Abstract: After the "Three Complete" education concept is put forward, colleges and universities need to actively carry out ideological and political education in the curriculum, but how to carry out and do this work well still can be solved urgently, so it is necessary to carry out relevant research on this problem. This paper first introduces the basic concept of "three full" education concept, and then puts forward the implementation method of curriculum ideological and political. The method in this paper can optimize the current situation of ideological and political education in college curriculum, promote the comprehensive implementation of the "three integrity" education concept, and improve the quality of ideological and political education in curriculum.

Keywords: The concept of "three full" education; Ideological and political education; Curriculum ideological and political; Colleges and universities

1. Introduction

At present, ideological and political education has been paid more attention in our country, how to improve the effectiveness of ideological and political education has become an issue that people pay attention to, according to this problem, the national relevant departments put forward the "three" education concept and curriculum ideological and political thinking, the combination of the two can effectively solve the problem. Under this background, people have encountered a new problem, that is, theoretically, "Three talents" education concept is the inspiration of curriculum ideological and political ideas, and curriculum ideological and political ideas is the way to realize the goal of "three talents" education concept. Therefore, how to carry out curriculum ideological and political ideas under the concept of education has become a new concern of people, which is still in the discussion stage in the current research field, so there is a need for further research.

2. The basic concept of "Three Full" education concept

The concept of "Sanquan" education is put forward to make up for the defects of "education" in the previous educational functions of colleges and universities. The so-called "Sanquan" refers to the whole staff, the whole process and the all-round way: First, the whole staff refers to all the people with the responsibility of education should participate in the education work, get rid of the situation that the responsibility of education work is limited to teachers in the past, as far as the university organization, from the leaders to the grass-roots dormitory administrators, security should be actively involved; Second, whole-process education refers to whole-process education, which is divided into two stages. The first stage refers to the stage when students are in school, during which all staff should cultivate them. The second stage refers to the stage of personal development after students leave school. Encourage students to nurture themselves; Thirdly, all-round means that education should be carried out from all aspects related to students, not limited to individual courses. All courses and various campus activities of students should be regarded as the way of education, and students should be cultivated in an all-round way^[1-3].

From this point of view, in the all-round elements of the "Three Perfections" education concept, all courses assume certain education responsibilities, and all the personnel in the course are responsible for the implementation of education work. As the long-term education approach of colleges and universities, ideological and political education courses naturally need to be combined with other courses, and the ideological and political idea of the course is born from this, whose essence is to integrate ideological and political education into other courses. In order to make use of other courses to play a role, combined

with the working mechanism under the elements of whole-person education and whole-process education, effectively improve the effectiveness of ideological and political education, and promote the implementation of the "three integrity" education concept^[4].

3. Implementation strategies of ideological and political thinking in college curriculum

3.1. Excavate ideological and political elements of the course and implement all-round and all-staff goals

First of all, teachers of other courses are responsible for exploring ideological and political elements, so teachers of other courses should have some understanding of ideological and political education, otherwise they may not be able to explore. However, in reality, most teachers of non-ideological and political courses do not understand ideological and political education, and tend to prefer the professional courses they are responsible for. Therefore, teachers cannot complete the work independently. Faced with this problem, colleges and universities should make preparations in advance. It is necessary to encourage teachers of other courses to strengthen independent ideological and political learning and improve their personal cognition of ideological and political education. However, it should be noted that it is bound to go through a long process to rely on teachers' independent ideological and political learning to solve the problem, and the implementation of curriculum ideological and political thinking is imminent. Therefore, how to excavate ideological and political elements in a short period of time is the primary problem that colleges and universities need to solve. Facing the primary problem, it is suggested that colleges and universities establish a collaborative mechanism between ideological and political teachers and non-ideological and political teachers, so that ideological and political teachers can help non-ideological and political teachers to explore ideological and political elements, and also help non-ideological and political teachers to learn from ideological and political teachers, and speed up the efficiency of independent ideological and political learning^[5-7]. Secondly, as the existing common cases show, many non-ideological and political teachers will overemphasize ideological and political elements in curriculum teaching after digging out ideological and political elements, resulting in non-ideological and political courses focusing on ideological and political education, which is a manifestation of putting the cart before the horse. Therefore, colleges and universities must clearly propose to non-ideological and political teachers the role of ideological and political education courses in educating students before carrying out curriculum ideological and political education. That is to say, in basic principle, ideological and political education cannot occupy a dominant position after being integrated into other courses, and classroom teaching is still centered on non-ideological and political courses themselves. Teachers should give full play to the ideal educational role of ideological and political education to educate students on the premise of not affecting the dominant position of non-ideological and political courses, so as to avoid the problem of putting the cart before the horse. Table 1 shows the composition and method of teachers' collaborative mechanism.

Table 1: Composition and method of teachers' collaborative mechanism

Constitute a	Methods
Teacher communication module	Construction of network communication channels, research groups, etc
Teacher relations module	Non-ideological and political teachers as the main, ideological and political teachers as a supplement

To undertake the preparatory work results, colleges and universities need to cooperate with teachers to officially start digging ideological and political elements. The mining of such elements should be mainly undertaken by non-ideological and political teachers, and ideological and political teachers can provide help. During this period, ideological and political elements are not limited to textbooks, but can also be obtained from extracurricular resources. For example, teachers can dig out ideological and political elements from some successful cases in related fields and organize them into questions, similar to "What is the motivation of successful people to study their professional skills and then actively devote themselves to social work?" ", such questions are raised in non-ideological and political courses, representing the combination of ideological and political education and non-ideological and political courses, and all-round and all-personnel goals are implemented.

3.2. Optimize the education system and cultivate self-rearing habits

At present, the education system adopted by teachers in non-ideological and political courses in many colleges and universities may achieve certain teaching results, but it has adverse effects on the integration of ideological and political education and the development of other aspects of education work. Therefore, colleges and universities should optimize the existing education system of non-ideological and political courses. The main objectives of optimization are as follows: First, the teaching mode of non-ideological and political courses should be optimized, that is, the existing teaching mode of this course still maintains the traditional situation, which is a teacher-led model with passive students. Under this mode, students lack initiative space and are difficult to think and explore independently, which does not meet the educational requirements of ideological and political education. At the same time, generally speaking, many students gradually develop passive learning habits and weak self-consciousness under this mode, which are not in line with the implicit education mechanism of ideological and political education, so we must improve this teaching mode. Second, because the teaching mode has changed, the teaching method should also change. Combined with the improved teaching mode, teachers, as the guide, should adopt the guiding teaching method to carry out teaching activities, in order to stimulate students' initiative and prompt them to think ideological and political thoughts^[8-10].

Combining the two goals, the specific way to optimize the education model is to change the status of teachers and students. That is to say, according to the modern education concept, students should be placed in the leading position, while teachers should serve as the guide to provide personalized teaching services for students, so that students will get enough space for initiative. In addition, teachers' personalized teaching services can make students become passive and active. Thinking independently combined with classroom teaching content. There are many choices in guiding teaching methods. This paper only takes "questioning method" as an example to discuss, that is, "Questioning method" requires teachers to design a question based on the content explained in class, and then propose this question to students so that students can think about it. The question proposed by teachers should be instructive, similar to "Learning professional knowledge is conducive to our future personal development. But what is the motivation for personal development?" At the same time, after the question is put forward, different students will give different answers, and the teacher should continue to ask questions according to the answers obtained by the students. If the students think that the motivation of pursuing personal development is to improve their personal life, then the teacher should continue to ask "What is the relationship between social environment and personal life? Can improving the lives of individuals be done in a social context?" Such a cycle can effectively educate students.

3.3. Implement group learning and scientific teaching guidance

In the teaching of non-ideological and political courses, teachers should not allow students to blindly study independently, otherwise it will easily affect the learning state of students. Therefore, it is suggested that teachers organize students to study in groups irregularly. Group learning is a learning method that takes student groups as units and lets students help each other to achieve learning objectives. This method is dominated by students, but teachers are also involved and mainly responsible for promoting student group discussion. For this purpose, teachers should design questions to be discussed before group study, and the design of questions should be in line with the objectives of ideological and political education. For example, ideological and political education needs to cultivate students' correct values, so the discussion questions designed by teachers should involve dialectical thinking about the correctness of values. In addition, the questions designed by teachers should meet students' interests, otherwise it is difficult to stimulate students' desire to discuss. In view of this need, it is suggested that teachers should communicate with students more before designing teaching questions. In the process of communication, it is necessary to change their status and share their lives with students as "close friends", so that students can open their hearts and tell teachers what needs they have. It is also convenient for teachers to know their interest orientation and so on, and then teachers can design discussion questions that meet the individual needs of students. Using these questions in the whole process of ideological and political education in non-ideological and political courses can effectively attract students and give full play to the role of ideological and political education.

In addition, because students will inevitably encounter some problems in discussion and learning, these problems may not be accurately defined or solved based on students' existing cognition, thinking and concept, so teachers should supervise the whole process of students' discussion, and provide timely guidance if students encounter similar problems. In the guidance, teachers should pay attention to their own ways and methods, that is, teachers should provide students with new ideas after finding problems,

encourage students to continue thinking along the new ideas, and finally find the right answer. This way will not occupy students' independent thinking space, and subtly encourage students to think, so as to better play the role of ideological and political education.

4. Conclusion

Under the concept of "educating people with three Talents", colleges and universities should actively promote the integration of ideological and political education to non-ideological and political courses, form a corresponding ideological and political system, and make relevant preparations to fully implement the concept of "educating people with three talents" in education work. On this basis, colleges and universities can effectively train students' ideological and political literacy, which will help students develop into the next generation of social successors.

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