The Student Subjectivity in Curriculum-Based Ideological and Political Education in High Education Institutions

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Abstract: *In the process of practical education in higher undergraduate colleges, the discovery and application of the function of moral education is not simply limited to ideological and political teaching, but should be promoted in other teaching. For this reason, the state has proposed and implemented the teaching concept of curriculum ideology and politics. The reasonable cultivation of the subjectivity of college students aims to ensure the reasonable implementation of ideological and political education in the curriculum, and meets the national teaching requirements. It is the driving force for college students to actively change their thinking and behavior. There are many researches on the ideological and political teaching of university courses and the subjectivity of middle school students, but they still face many problems. This paper conducts a sample survey of the basic conditions of college students and analyzes the influencing factors of students' acceptance of ideological and political education. There are more people in political education, which shows that these two factors have a greater impact on students' subjectivity in curriculum ideological and political teaching.*

Keywords: *Colleges and Universities, Curriculum Ideology and Politics, Student Subjectivity, Sample Survey*

1. Introduction

At present, the multi polarization trend of the world political pattern is becoming more and more obvious. The construction and reform of China's socialist modernization are in a critical period and critical moment. The influence of the market economy on the materialized atmosphere, the intervention of negative phenomena in the process of political system reform and the trend of diversification of values are affecting the ideological thinking and behavior of Chinese college students. Through the research of this article, I hope to have a certain reference effect in the process of promoting the education of students' outlook on life in higher undergraduate colleges and universities, and promote the coordinated development of ideological and political courses and curriculum ideological and political.

So far, many scholars at home and abroad have repeatedly studied the subjectivity of students in the ideological and political teaching of higher undergraduate colleges and universities, and they have also made certain research results. For example, a psychologist summarized the research results of other scholars, conducted another study on the use of student subjectivity based on past experience, and put forward a non-instructive concept for individual self-realization. His theory broke through the instructive teaching in traditional education. The outdated concept of the school has caused a profound change in teaching methods. The core of his non-directive teaching theory is to highlight the students' main body status and give full play to the role of students. The content, method, time and teaching evaluation results of teaching are all determined by students' intentions, needs and interests [1]. A scholar believes that teachers play a leading role in the teaching process, and the real subject of teaching should be students, and pointed out in an article that the establishment of subjectivity has its own specific conditions. These conditions mainly include establishing the concept of autonomy and enhancing acceptance. The subject consciousness of educators enhances the autonomous learning ability of college students and increases social practice activities [2]. Although the research on the

subjectivity of students in ideological and political teaching in higher undergraduate colleges has achieved good results, it is necessary to put forward relevant countermeasures to enhance students' subjectivity in ideological and political teaching of courses.

This article expounds the similarities and differences between curriculum ideological and political education, and proposes corresponding solutions to the reasons for the lack of subjectivity in curriculum ideological and political teaching of college students. The method of field investigation is used to understand the basic information of students, and sample surveys are used analyzed the influencing factors of the curriculum ideological and political education.

2. Discussion on the Subjectivity of Students in Curriculum Ideological and Political Teaching in Colleges and Universities

2.1 Related Concepts and Differences of Curriculum Ideological and Political

Ideological and political courses are civic education courses that help students establish the correct political direction, enhance social understanding and participation, and improve law and morality. They include ideological education, political education, moral education, etc., and are not subject to people's will, even if the name Different, but all exist universally and objectively in all countries and historical developments. Curriculum ideological and political refers to the ideological and political education of all kinds of courses and ideological and political theory courses in the form of constructing a pattern of full-staff, full-course, and full-course education, forming a synergistic effect, and taking the establishment of morality as the fundamental task of education. A comprehensive educational concept that embodies education. Curriculum ideology and politics has always existed, but the peculiarities of its existence are ignored in the process of grasping ideological and political education. That is, the curriculum ideology and politics is not a brand-new thing. Ideological and political education is a course familiar to the masses of students, and there are also comprehensive literacy courses [3].

2.2 Reasons for the Lack of Students' Subjectivity in Higher Undergraduate Ideological and Political Teaching

(1) The idea of taking teachers as the main body in the traditional educational philosophy

The teacher regulates and controls the entire activity process, and is the controller of the educational activity and the master of the teaching activity, while the student is regarded as the object, the object of the teacher's educational influence and transformation. In terms of the content of ideological and political education in the curriculum, it is up to the educator to choose and determine, and students do not have the right to choose independently; in terms of educational methods, teachers often use a single theoretical indoctrination method to teach theoretical knowledge. Under the influence of this over-emphasis on the teacher's subject status and the leading role concept, it has severely inhibited the exertion of students' subjectivity. Concepts are the guide for the implementation of behaviors. To promote the development of students' subjectivity, the old educational concepts must be discarded. The subject-object positioning between teachers and students seriously affects the development of college students' subjectivity. Therefore, colleges and universities must first establish a modern education concept, regard students as the main body of ideological and political education, and respect their main body status [4-5].

(2) Educators ignore the mobilization of students' subjectivity

Whether the curriculum ideological and political education can achieve good results and achieve the established educational goals, educators are a key factor among them. Therefore, the exertion of students' subjectivity requires educators to pay attention to the subject status of students. However, at present, it seems that educators are not doing well enough in this regard, and they do not pay enough attention to the development of student subjectivity, and fail to take effective measures to mobilize the subjectivity of students, which frustrates the development of student subjectivity [6]. Educators ignore the diverse personality characteristics of students, and it is difficult to proceed from the actual situation of the students and carry out education according to the characteristics of the students. Educators have not made choices and adjustments to various objective environments, creating a good educational environment and atmosphere for students to exert their subjectivity. Educators have not conducted equal dialogue and communication with students, effectively interacted and communicated, and encouraged students to ask questions and express opinions in teaching. As a result, communication

between teachers and students is not smooth, and it is difficult to achieve communication, exchange and understanding between the two parties.

(3) The subject consciousness of college students is not strong

The prerequisite for students to exert their subjectivity is to have a strong sense of subjectivity. At present, the subject consciousness of college students is weak, and the situation is worrying. The influence of long-term exam-oriented education makes students feel inert, and their autonomy and creativity are suppressed. In their subconscious mind, the teacher is the "protagonist", and they are the "supporting role". They only need to cooperate with the teacher to teach, and they do not realize their main position and role in the curriculum ideological and political education.

(4) The methods of ideological and political education lack interaction

At present, the ideological and political education of college courses has begun to pay attention to the individual characteristics of contemporary college students, and attaches importance to the subjective development of college students. However, in terms of educational methods, teachers are still using traditional educational methods, which is also the indoctrination method commonly used by everyone [7]. This method can impart a large amount of content, especially theoretical knowledge, to students in a relatively short period of time. From this aspect, its educational efficiency is very high. However, this method lacks interactivity and lacks the vitality and vitality it should have. In this boring and boring education method that lacks interaction and communication for a long time, students will gradually lose interest in ideological and political education and even become bored. The lack of interaction between the ideological and political education methods of the curriculum makes its attractiveness limited, which greatly reduces the sense of identity of college students with the educational content, and ultimately leads to the lack of education effect.

2.3 Countermeasures to Give Full Play to the Subjectivity of Students in the Ideological and Political Teaching of Higher Education

(1) Optimize the learning environment and provide modern learning support

The campus life of college students has lasted for several years. The learning environment is very important to the physical development and psychological construction of students. A good learning environment encourages students to feel the strong learning atmosphere around them, which can stimulate students' learning motivation and make them feel better. Creative learning is carried out in the limited campus study time. Therefore, build a beautiful campus environment and create a good learning atmosphere to achieve the effect of students' active learning. In terms of learning equipment, colleges and universities should vigorously provide equipment support. For example, the construction of science laboratories is conducive to students' practical ability and creative experiments with their own ideas. The school attaches importance to the role of libraries in learning support so that students are not limited to books. Borrowing and self-study, etc. [8].

(2) Improve teaching methods

In order to promote the perfection of the ideological and political structure of the curriculum and give full play to the ideological and political education function of the post-related courses, colleges and universities should improve their teaching methods. In terms of teaching content, it is necessary to improve the curriculum, improve the teaching management methods, construct the curriculum management system, form the ideological and educational policy standards of the teaching curriculum, and formulate the guidelines for the curriculum ideological and political education [9]. To give full play to the subjectivity of students should increase practical activities to provide students with opportunities for exercise, integrate curriculum ideological and political education into various practical activities, absorb social experience, cultivate innovative thinking and improve active thinking ability [10].

(3) Improve related mechanisms and systems

To promote the comprehensive construction and development of ideological and political courses, and the exertion of students' subjectivity in the teaching process, we should first carry out curriculum ideological and political pilots, establish curriculum ideological and political mechanisms, innovate education and teaching management, and give full play to the education function of all courses to suit the construction of society The educational philosophy of the core values of Philosophy conveys the idea of independent learning, so that students' learning and growth can adapt to the needs of social development [11-12].

3. Survey on the Acceptance of Ideological and Political Education by Colleges and Universities

3.1 Select the Survey Object

This article selects the survey subjects by random sampling from the undergraduates from grade one to grade four in a higher undergraduate college. The families of the survey respondents come from three different regions: cities, towns and rural areas, and analyze the status of students receiving curriculum ideological education in different regions and different political outlooks.

3.2 Determine the Survey Method

According to the subject of curriculum ideological and political, this article collects literature and adopts the experience observation method, that is, through participating in curriculum ideological and political education activities, lectures, etc., to experience curriculum ideological and political education from the perspective of students. In addition, a sampling survey method was adopted and the sample collected was 490 students to analyze the current situation of ideological and political classroom teaching and the acceptance and recognition of students.

3.3 Stratified Double Sampling

When using post-stratification and unequal probability sampling to improve the accuracy of the estimator, the information of auxiliary variables is needed. For example, post-stratification sampling needs to use auxiliary information to divide the sampled sample units into each layer. Double sampling is also called double sampling. Before the sampling survey, if the variable y of interest is difficult to measure, and the measurement of the related auxiliary variable x is relatively simple, double sampling can be used to improve the accuracy of the estimator ty.

The population should be divided into L layers, the first phase sample is a simple random sample with a content of n', each layer contains $n_h^{'}$ units, let $W_h = \frac{N_h}{N}$ be the weighted layer of the overall middle layer h, $w_h = \frac{n_h^{'}}{n^{'}}$ be the proportion of the units in the layer h in the first phase sample, then w_h is the unbiased estimator of W_h.

The second phase sample is a stratified random sample with a content of n drawn from n' samples, and a simple random subsample with a unit $n_h^{'}$ of n_h from layer h. Set the target variable to y, and for the i-th layer of layer h the y_{hi} of each sample is measured. The purpose of the first phase sample is to estimate the weight of each layer, and the purpose of the second orange sample is to estimate the average value of each layer. Then the estimator of the overall mean $\overline{Y} = \sum_{h=1}^{L} W_h \overline{Y}_h$ is obtained by:

$$\overline{y}_{hi} = \sum_{h=1}^{L} w_h \overline{y}_h \tag{1}$$

Among them, where the estimator $\overline{y}_h$ is the unbiased estimator.

If the first sample is a random sample with a content of n', and the second sample is a random subsample of the first sample with a content of n and $n_h = v_h n_h^{'}$, where 0<v≤1 and is fixed, then:

$$V(\overline{y}_h) = (\frac{1}{n^{'}} - \frac{1}{N}) s^2 + \sum_{h=1}^{L} \frac{W_h S_h^2}{n^{'}} (\frac{1}{v_h} - 1) \tag{2}$$

4. Student Subjectivity in Ideological and Political Teaching of Courses in Higher Undergraduate Colleges

4.1 Home Location of Students of Each Grade in the Tested Sample

Table 1: Home location of students in each grade

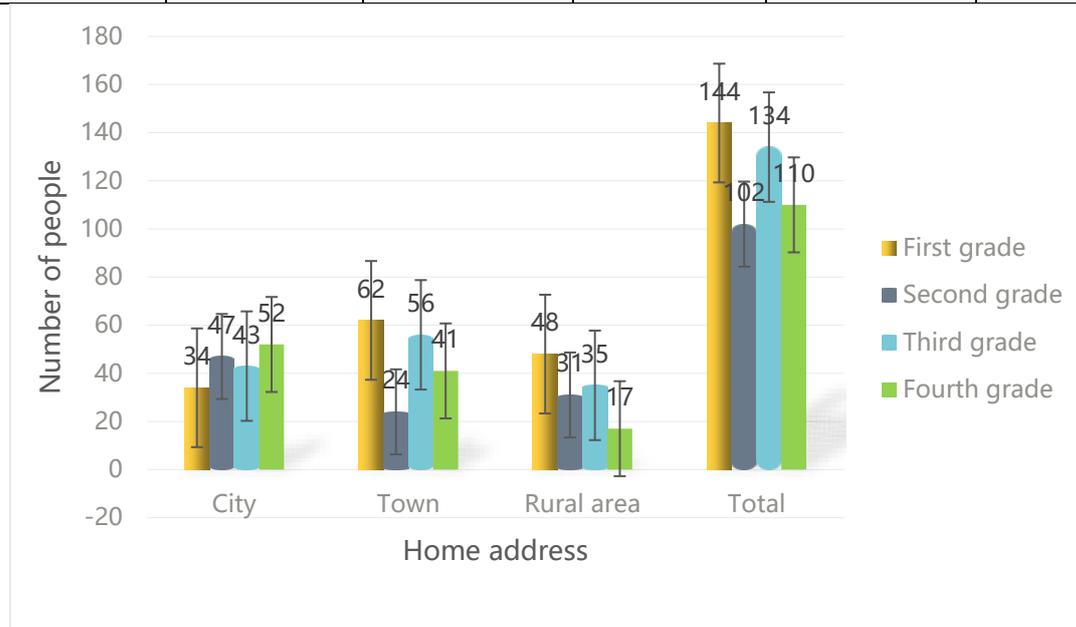|	First grade	Second grade	Third grade	Fourth grade	Total
City	34	47	43	52	176
Town	62	24	56	41	183
Rural area	48	31	35	17	131
Total	144	102	134	110	490

Figure 1: Distribution of different home addresses of students in each grade

According to Table 1 and Figure 1, it is found that the majority of students from urban areas in this school, accounting for 37.35% of the total sample number, followed by urban students, accounting for 35.92% of the total sample number, and lastly students from rural areas accounting for the least, accounting for the total sample number of 26.73%. Among them, the number of freshmen and juniors from cities and towns is the largest, with 62 and 56 respectively, and the number of sophomores and seniors from cities is the largest, with 47 and 52.

4.2 The Political Outlook of Students in Each Grade in the Tested Sample

Table 2: The political outlook of students in each grade

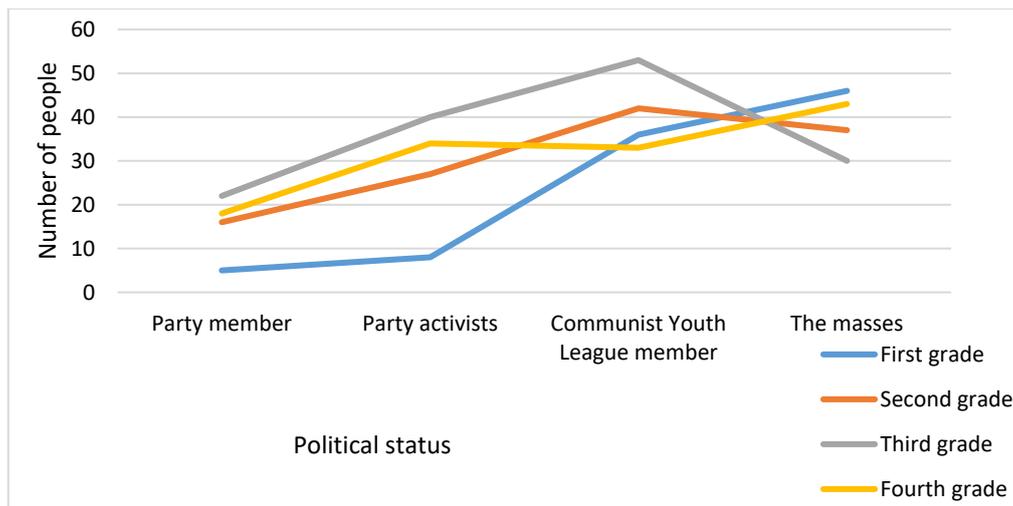|	First grade	Second grade	Third grade	Fourth grade	Total
Party member	5	16	22	18	61
Party activists	8	27	40	34	109
Communist Youth League member	36	42	53	33	164
The masses	46	37	30	43	156
Total	95	122	145	128	490

Figure 2: The degree to which students of different political outlooks receive ideological and political education

As can be seen from Table 2 and Figure 2, from the grade analysis, no matter what the political appearance, the number of junior students receiving curriculum ideological and political education is the most, accounting for 29.6% of the total sample, and the number of freshmen receiving curriculum ideological and political education is the least, accounting for 19.4% of the total sample. From the perspective of political outlook, no matter which grade, the students with political outlook as members of the Communist Youth League receive the most curriculum ideological and political education, accounting for 33.5% of the total sample. The students with political outlook as party members receive the least curriculum ideological and political education, accounting for 12.45% of the total sample. It may be that there are few students selected as party members among college students. Based on the analysis of two factors of grade and political outlook, the number of students who are junior and have a political outlook of the Communist Youth League to receive curriculum ideological and political education is the most, accounting for 10.8% of the total sample, and the number of students who are freshmen and have a political outlook of party members to receive curriculum ideological and political education is the least, accounting for 1.02% of the total sample.

5. Conclusions

The teaching process is actually a process of self-thinking and problem-solving in the communication and interaction between teachers and students. College Students' acceptance of curriculum ideological and political education is a long and complex process. It requires the continuous efforts of society, schools, families and students themselves, so as to form an educational joint force, so that each college student can get a good acceptance effect and make college students interested in Ideological and political teaching.

Acknowledgements

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