

Research on the Construction Strategies of "Curriculum Ideology and Politics" for Professional Courses

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Abstract: *Concerning the importance of "curriculum ideology and politics" construction for professional courses in higher education and its continuous advancement, this article analyzes some problems in the "curriculum ideology and politics" promotion of current professional courses, and proposes its corresponding construction strategies. It conducts the construction from five aspects of the construction of curriculum ideological and political teaching staff, the demonstration of "golden courses", the joint lesson-preparation, the three-dimensional assessment, and the continuous improvement to ensure its smooth progress. Finally, it illustrates the characteristics of its long-term nature and importance, etc.*

Keywords: *Curriculum ideology and politics, Construction strategies, Continuous improvement*

1. Introduction

General Secretary Xi Jinping stressed at the National Conference on Ideological and Political Work in Colleges and Universities that moral education is the central link of ideological and political work. In the higher education, ideological and political work should run through the whole process of education and teaching. To realize the whole-process education, all-round education and all-staff education, while enhancing the ideological and political theoretical education, all courses and ideological and political theory should form a synergistic effect. Curriculum ideological and political education is a method to condense ideological and political elements into each course throughout the whole process of school education; It is a method to make each course and ideological and political theoretical course go in the same direction, and remove the "two skins" between ideological and political education and professional education; It is a method to squeeze the water out of "water courses" and forge "gold courses" and the first-class courses. Curriculum ideological and political education is "a kind of educational practice which takes curriculum as carrier, ideological and political elements contained in each course as the entry point and classroom implementation as the basic approach".

"Educating comes before teaching". Teachers not only impart professional knowledge, but also shoulder the responsibility of "educating". "Curriculum ideology and politics" is not a product of the new era, but a new expression and educational concept of the normalization of "ideological and political education" in the new era. It emphasizes more the importance of "educating" in the new era, broadens its approach and scope, and is also an important task of China's higher educational construction in the new era.

University is not only the learning stage of professional skills, but also the transformation stage of students' ideology from immature to mature. It is the learning and shaping stage of professional skills, ideological cognition and sound personality before entering the society. College professional curriculum is not only a learning platform for professional knowledge, but also a platform to broaden international vision, understand the international situation, know about China's development history, stimulate national pride, self-confidence and improve students' comprehensive literacy. Teachers of professional courses should fully explore the ideological and political elements hidden in professional courses. Through careful organization and planning and taking professional courses as the carrier, they make ideological and political teaching and professional teaching "combine and complement each

other" in the "invisible" form, inject ideological and political soul into professional courses and produce ideological and political emotional resonance with students. While learning professional knowledge, students establish a correct world outlook, outlook on life, and values, and truly realize the teaching unity and integration of the "trinity" of knowledge, skills, and ideology and politics.

2. Problems in the "Curriculum Ideological and Political" Construction for Professional Courses

2.1. The Weakness of Ideological and Political Awareness of Some Professional Curriculum Teachers

As the leader and organizer of the whole teaching process, some professional curriculum teachers do not have enough knowledge of ideological and political education, do not reach a consensus on the idea of "curriculum ideology and politics", and also do not fully accept this concept, or even disapprove of it. Meanwhile, due to the pressure of scientific research and professional titles, they have no time to do the ideological and political construction while teaching professional courses. Thus, they have no enough understanding of its importance, lack of its teaching concept, teaching ability and educational feelings. They hold that teaching students professional skills is the "true capacity", and ideological and political education is just a verbal "fake style."

2.2. The Lack of "Curriculum Ideological and Political" Basis

The ability of professional teachers to conduct curriculum ideological and political education directly affects its effect. Some teachers do not fully explore ideological and political elements or too superficial, unable to accurately find the combination between professional knowledge points and ideological and political education to flexibly apply them. They are not skillful enough to add ideological and political elements into the professional courses, which is rather monotonous and do not achieve deep integration. They can not fully play the "main channel" role of ideological and political education in professional teaching and will finally lead to the unsatisfactory effect.

2.3. The Insufficiency Practical Training of "Curriculum Ideology and Politics"

In 2019, Guangdong Department of Education issued the "Opinions of the Guangdong Department of Education on Strengthening the First-class Curriculum of Curriculum Ideological and Political Construction". This set the overall requirements for Guangdong ideological and political construction and formulated relevant steps and safeguard measures. Our school has fully conducted the construction of "curriculum ideology and politics", but most of them just stay in meetings and documents, with few specific implementation. Most of the professional curriculum teachers are in the state of theoretical learning and still ignorant of the specific implementation. The school also has no specific and detailed indicators. Besides, there are few related specific training, most of which just stay in theoretical concepts. In the specific operation, teachers do not have the practical experience of how to implement it. They have more heart than strength, which greatly affects the ideological and political education in professional courses.

2.4. The Lack of "Curriculum Ideological and Political" Teams

According to the situation of "curriculum ideology and politics" in our school, there are relatively few teams, and most professional curriculum teachers are in the state of "fighting alone". The educational function, ideological and political elements exploration, teaching design, implementation methods and strategies contained in professional courses are all decided by individual understanding, in which each shows his own talent.

2.5. The Lack of Evaluation Mechanism of "Curriculum Ideology and Politics"

Now, there is no corresponding evaluation system and continuous improvement mechanism for the specific effect of "curriculum ideology and politics", whether it is teams, teachers or students. Without evaluation, it is impossible to find its shortcomings, let alone continuous improvement, unable to form a positive circle in the "curriculum ideology and politics" of professional courses, which greatly reduces the enthusiasm of professional teachers.

3. Strategies to Improve the Effect of "Curriculum Ideology and Politics" of Professional Courses

3.1. Enhancing the Construction of Ideological and Political Teachers of Professional Courses

In universities, professional teachers have the longest contact with students, especially young teachers, who basically have doctorates. They are models for students to learn, idols to worship, and mentors to life. While improving their teaching ability, their ideological and political level, especially the curriculum ideological and political improvement is rather important. "Only when you are close to your teacher will you believe his or her ideas". Teachers' political belief, ideological literacy, knowledge, personality charm and professional ethics are the leading forces to guide the growth of college students. To improve the awareness of professional teachers' "curriculum ideology and politics", establish the teaching ideas, change concepts, it is necessary to impart skills and also solve puzzles, to teach and also educate. Teachers should fully understand the fundamental task of moral education, enhance their own ideological and political literacy and professional ethics and deeply realize the importance and urgency of curriculum ideological and political education for higher education. They should consciously reserve enough ideological and political knowledge, improve their concepts and national traditional cultural cultivation, and organically combine teaching and education through professional courses. Through the "invisible" ideological and political education, teachers try to get the "dominant" reflection of students' comprehensive quality, realize the "seamless connection" between practical teaching and ideological and political education. Finally, they can cultivate engineering and technical talents with international vision, noble ideology and moral, profound national feelings, social responsibility and international competitiveness in the new era.

3.2. Playing an Exemplary Role and Cooperating to Build "Golden Courses" of Ideological and Political Professional Curriculum

Everything is difficult at the beginning. The "curriculum ideology and politics" of professional courses is a comprehensive system. To deeply integrate the two is a great challenge to every professional course and teacher, which is just an exploring stage. It is necessary to establish models, play a demonstration role and cooperate to build its "golden courses" through high-quality resources sharing, so as to mobilize the enthusiasm and initiative of teachers, and stimulate creativity and inspiration. Through the point-to-face approach, other teachers can be guided to gradually deepen and refine the construction, gradually radiate, and promote the full implementation of professional curriculum ideological and political construction.

3.3. Preparing Lessons Collectively and Brainstorming

It is necessary to fully play the role of teaching and research sections concerning "curriculum ideology and politics". Through such teaching and research activities, teachers should be organized to prepare lessons collectively and brainstorm. Based on their majors, they can carefully sort out, fully tap their potential ideological and political elements, and explore the conjunction and entry point between the two. They can integrate legal elements, aesthetic elements, professional ethics, team spirit, patriotism, awareness of adversity, and national missions and responsibilities into the teaching of professional courses in a "timely, appropriate and effective" way. In this way, ideological and political education is permeated to students in the form of "moistening things silently", so as to achieve the mutual promotion of the two.

3.4. Based on Curriculum Ideology and Politics, Implementing Three-Dimensional Assessment

For teachers, a reasonable quantitative incentive system should be established to link the curriculum ideology and politics with the evaluation of excellence and professional titles, so as to encourage them to focus on the curriculum ideology and politics and actively participate in it. For students, the past assessment based on the final results should be changed so as to emphasize the whole teaching process assessment and implement the two-level evaluation of "process + result". Combined with the curriculum ideology and politics in the professional curriculum teaching, concerning the assessment content, professional skills should be combined with personal ideological and political literacy, personal assessment with team assessment. Apart from professional skills, students are assessed based on their personal classroom performance, including attendance, discipline, personal speech, personal moral cultivation and other aspects. In this way, "process" assessment is more comprehensive for the assessment of personal ideological and political literacy and comprehensive quality. Based on the

"project" teaching, the team assessment and individual assessment are combined. The individuals' final assessment results are determined by the individuals' and teams' results, which will influence each other. While promoting collaboration between teams, it also cultivates a sense of collective honor, collective responsibility, and enhances teamwork, which promotes the individual ideological and moral improvement, contributes to learning from each other, discussing, and making progress together.

4. Continuous Improvement

Based on the concepts and goals of "curriculum ideology and politics", the school can organize related experts to set up a supervision team to timely understand and feedback the participation of professional teachers. Moreover, it can also timely evaluate the ideas, methods and effects of professional teachers' curriculum ideology and politics, and give certain guidance and correction. Teachers can make timely adjustment and improvement based on students' feedback and suggestions, which helps to the continuous improvement of "curriculum ideology and politics" of professional courses and the further improvement of educational effect.

5. Conclusion

Curriculum ideology and politics is a long and complicated educational project. It breaks the barrier between professional skill education and ideological and political education and the limitation of traditional ideological and political theoretical education. Through the combination of professional courses and ideological and political education, it enhances the educational function of classroom teaching, broadens educational approaches, fully plays the function of "classroom education", and shows the educational joint force. This is the inevitability of the development of higher education in the new era, which truly achieves the whole-process education, all-round education and all-staff education.

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