

# Research on the Construction of the Objectives of “Ideological and Political Theories Teaching in Teacher Education Courses”

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**Abstract:** The Objectives of “Ideological and Political Theories Teaching in Teacher Education Courses” is a guiding force pointing to the inner perfection of normal students. Normal students are the “guardian” of educational value, the “researcher” of educational knowledge, and the “reflector” of educational action. The intrinsic value of teacher education curriculum is examined from the perspective of truth, goodness and beauty, and its objectives are mainly manifested as: rational objectives, ethical objectives and aesthetic objectives.

**Keywords:** Teacher education; The objectives of “Ideological and Political Theories Teaching in All Courses”

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Teacher education curriculum in colleges and universities is the carrier of normal education, and the course objectives are the integration of curriculum value orientation in the curriculum field. Based on the value orientation of teacher education curriculum, the traditional course objectives of teacher education emphasize on making normal students become knowledge transmitters through the imparting of knowledge and skills. This kind of objectives embodies the characteristics of “pre-formation” but ignores the meaning of “generation”. According to UNESCO, education is to promote the comprehensive development of everyone, including physical and mental health, intelligence, sensitivity, aesthetic consciousness, personal responsibility, spiritual value, and other aspects. This study will examine its intrinsic value from the aspects of truth, goodness and beauty, and construct the objectives of “Ideological and Political Theories Teaching in Teacher Education Courses” in colleges and universities.

## 1. Vision for the Objectives of “Ideological and Political Theories Teaching in Teacher Education Courses”

The future teachers cultivated by teacher education are not just people who are teachers, but teachers who are people, and who should have the soul of education. The objectives of “Ideological and Political Theories Teaching in Teacher Education Courses” are a guiding force aimed at the internal improvement of normal students.

### 1.1 Normal students should become the “guardian” of educational value

What kind of education is a valuable education? Some scholars divide education into three levels<sup>[1]</sup>: personnel matters level, spiritual level and survival level. The personnel matters level is concerned with the knowledge, skills and abilities in the objective world; The spiritual level is concerned with people’s emotions, will, attitude and basic values; The survival level is concerned with people’s survival attitude in society, history, culture and reality. The real value of education is not only to stay at one level, but to guide students how to pursue knowledge and truth in the objective world, how to pursue virtue and happiness in the spiritual world, and how to pursue justice and harmony in the real world. The objective world, the spiritual world and the real world are closely linked. In the process of training

normal students, only those contents that deeply affect the life and nourish the soul of students can constitute real education.

## **1.2 Normal students should become “researchers” of educational knowledge**

In 1970s, the famous British curriculum theory expert (Stenhouse, L.) formally proposed the proposition of “teacher as researcher”. Teachers should transition from “practical” action research to “liberating” action research, and teachers should assume the dual roles of practitioners and researchers, which means that teachers can no longer be bound by textbooks, but should be transformed from “teachers” to “researchers”. In the new historical period, cultivating normal students as “researchers” is positioned as the objectives of “Ideological and Political Theories Teaching in Teacher Education Courses” in colleges and universities, so that future teachers can explore the development of education in the new era with a research attitude, and it is also the basis for implementing the spirit of the Ministry of Education on the Implementation of the Excellent Teacher Training Plan 2.0 Opinions and the implementation of the fundamental task of “Nurture Morality and Foster Talent”.

## **1.3 Normal students become “reflectors” of educational action**

Under the influence of examination-oriented education system, teacher education in colleges and universities is often simply linked to educational and teaching skills and the training level and proficiency level of techniques, the purpose of which is to adapt to and meet the existing basic education and train the basic education teachers to adapt to the exam-oriented education system. [2] College teacher education courses should guide normal students to constantly reflect on educational behavior in education and teaching practice, consciously participate in and study basic education reform, cultivate reflective thinking, and become “reflectors” of educational actions. Max Vanmanen (M.) divides teachers’ reflection into three levels: technical level, practical level and critical level. These three levels of reflection reflect teachers’ cognition and understanding of educational behavior to different degrees. The objectives of “Ideological and Political Theories Teaching in Teacher Education Courses” is to pursue the critical level of educational reflection of normal students. Through the cognition of educational value and significance in educational actions, normal students can ultimately transcend utilitarianism and realize the maximum value of life.

## **2. The Dimensional Analysis of the Generation of the Objectives of “Ideological and Political Theories Teaching in Teacher Education Courses”**

UNESCO puts forward that education is to promote the all-round development of each person, that is, the development of body and mind, intelligence, sensitivity, aesthetic consciousness, personal responsibility, spiritual values and so on. It is also the educational objective pursued by the “Ideological and Political Theories Teaching in Teacher Education Courses”, that is, examining the intrinsic value of teacher education curriculum from the logic of truth, goodness and beauty, which promotes the extension of the value orientation and objective of teacher education curriculum in colleges and universities. This study attempts to construct the objectives of “Ideological and Political Theories Teaching in Teacher Education Courses” from three dimensions: rationality (truth), ethics (goodness) and aesthetics (beauty).

### **2.1 Ethical dimension: the cultivation of educational sentiment of normal students**

The ethical objective is to train normal students to have noble teacher ethics and educational sentiment. Noble teacher ethics is the prerequisite for the professional growth of normal students. UNESCO pointed out in the World Conference on Higher Education that the mission of higher education is to “cultivate highly qualified graduates and responsible citizens who can meet the needs of human activities in all aspects”. Noble teacher ethics is a manifestation of personality characteristics, which means that they dare to take responsibility and become a responsible member of the society. Teacher ethics means that they have the socialist core values of “patriotism, dedication, integrity and friendliness”, which requires normal students to have positive educational sentiment. Educational sentiment is a unique and profound emotion that educators have towards education, and requires educators to construct the professional ethical beliefs and norms of teachers that originate from their hearts, namely the sense of responsibility, and care. It will make educators willing to invest more time and energy in education and teaching, resulting in higher professional commitment.

### **2.2 Rational dimension: the generation of educational wisdom of normal students**

Rational objective, mainly to cultivate normal students’ subject consciousness and rational thinking ability. The most important thing for the cultivation of future teachers is to cultivate the subject consciousness and rational thinking ability of normal students. Subject consciousness is normal students’ awareness and understanding of themselves, their surroundings and the problems faced by others. That is, normal students can realize their future development objectives, understand their own learning basis and learning methods, and be responsible for their own learning. At the same time, they should be able to correctly identify the rich intellectual resources provided by the era of big data, and make good use of them to create more learning and development opportunities for

ourselves. To cultivate the ability of rational thinking is to let normal students gradually develop the habit of independent thinking and good reflection, and have the ability of critical reflection. The ultimate objective of "Ideological and Political Theories Teaching in Teacher Education Courses" is to awaken the subject consciousness of normal students, learn to critically apply educational theory and their own cognitive schema to make rational decisions and handle all complex educational and teaching problems in future career, reflect on one's own educational behavior, and seek the intrinsic value and significance of education.

### **2.3 Aesthetic dimension: the formation of personality of normal students**

The aesthetic objective is to cultivate normal students' ability to feel, appreciate and create beauty in their professional study. In the future career, normal students will face the spiritual world of learners, cultivate and shape people's life consciousness, guide learners to treat life with an aesthetic attitude, and have the ability to distinguish "true", "good" and "beauty". The traditional teacher education curriculum mainly focuses on the cultivation of operational skills for normal students, and rarely teaches them to appreciate the value of life, experience the meaning of existence, and enjoy the joy of creation from their professional life with an aesthetic mentality. Jaspers of Germany believes that "beauty is the representation of goodness", and aesthetic elements should be integrated into curriculum teaching and practice. "Ideological and Political Theories Teaching in Teacher Education Courses" should first guide normal students to understand the beauty of life, lay the foundation for showcasing personal style and aesthetic taste in future career life, and understand the value of teacher life from the aesthetic perspective, and form the professional identity of teachers. The Second is to guide normal students to experience the beauty of art. "The book of rites" records "Music expresses the harmony between heaven and earth; 'rites' represents the order between heaven and earth." And it believes that rites and music are the foundation of harmony in all things. Art can expand people's thinking and cultivate transcendental consciousness beyond time and space and acceptance of moral concepts. The third is to guide normal students to experience the beauty of teaching art in teaching. "Teaching is both science and art". Teaching art includes the beauty of teaching content, the beauty of teaching logic, the beauty of teaching situation, the beauty of thinking methods, etc., and this "beautiful course is pointing to the future". The beauty of teaching can stimulate normal students' yearning for the future teaching life and lay the foundation for truly embodying the beauty of wisdom, virtue, and personality in future careers.

The ultimate objective of teacher education in colleges and universities in our country is not only to have abundant knowledge of educational theory and excellent professional skills, but also to have inner spiritual autonomy and self-awareness. As the carrier of the professional development of normal students, "Ideological and Political Theories Teaching in Teacher Education Courses" carries the truth of normal students' cognition and thinking about "how to teach" and "why to teach", so it is necessary to examine the belief system and value identification of normal students, and promote the formation of correct views of normal students on education, teacher, curriculum and students. The objectives of "Ideological and Political Theories Teaching in Teacher Education Courses" should highlight the integration of morality and intelligence, which is also the educational ideal of the intrinsic unity of instrumental rationality and value rationality pursued by "Ideological and Political Theories Teaching in Teacher Education Courses". That is, knowledge accumulation is condensed in value dissemination, and value leadership is emphasized in knowledge dissemination.

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