

Study on the Teaching Practice Path of Integrating Curriculum Civics into the Course of "Spatial Form" under the Pattern of Three-Whole Education

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Abstract: At present, the Civic Education in colleges and universities is only limited to the classroom of Civic Education courses. In order to achieve the goal of comprehensive education, combining Civic Education with the teaching of professional courses is an important way to carry out educational innovation in colleges and universities. In the course of "Spatial Formation", the teachers should innovate the teaching mode and make changes by integrating the knowledge of Civic Education, so as to stimulate the students' enthusiasm to learn the professional courses and enhance their own learning ability. This article mainly analyzes and discusses the teaching practice of integrating Civics into the course "Spatial Formation" under the pattern of three-wide education, with a view to contributing to the relevant research.

Keywords: Three-Wide Education; Curriculum Civics; Spatial Form Course

1. Introduction

At present, the curriculum thinking politics has become a key element in the implementation of the concept of "building moral character" in Chinese universities. In the teaching process of Spatial Morphology course in the past, most of the professional teachers pay more attention to the teaching of professional knowledge, but neglect the ideological and political education for students. In the process of learning professional knowledge and skills, students must have the right outlook and try to become an outstanding person who can make great contributions to the progress of our society. How to integrate the course Civics into the course of "Spatial Form" and effectively achieve the effect of subtle teaching of course Civics, college teachers must try to find the solution.

1.1 Analysis of the meaning of "three comprehensive education" and course thinking politics

1.1.1 Analysis of the meaning of "three comprehensive education"

The concept of "three comprehensive education" means that all staffs should be educated, the whole process should be educated and all-round education should be educated. The whole staff education refers to the fact that all the teachers, teachers of professional courses, instructors and school leaders are required to participate in the moral education of college students and cooperate together to establish an efficient education mode; the whole education refers to the fact that the course thinking politics should be integrated into the whole learning process of college students during their school years, from the first time they enter the college campus to the time they leave school, according to the psychological changes of college students in different stages. The whole course of education refers to the integration of the course of thinking and politics into the whole learning process of college students during their school years. All-round education refers to the establishment of a variety of moral education platforms and the organization of a variety of practical learning activities of thinking and politics, so as to expand the field of curriculum thinking and politics education.

The concept of "three comprehensive education" is characterized by obvious integrity, collaboration and feasibility, and is the key guiding idea for the innovation and promotion of the contemporary university's thinking and politics education activities.

1.2 The need for the implementation of curriculum thinking politics

Curriculum thinking politics refers to the close integration of ideological and political knowledge with the teaching of professional courses, strengthening the learning of ideology and politics in the process of teaching activities of professional courses, changing from the traditional single-content teaching to collaborative content teaching, so that the teaching of professional courses and ideological and political courses can maximize the nurturing effect of teaching. Some research shows that the influence of university professional teachers on college students in all aspects is great, influenced by the words, behaviors and ideas of professional course teachers, college students will form similar ideological concepts, if the professional course teachers can integrate the teaching of Civic Politics-related knowledge into the professional courses, they will achieve better teaching effects in teaching and cultivate more excellent talents for national development, so in colleges and universities Therefore, it is very necessary to carry out the teaching of course Civics and integrate the course Civics with the professional courses.

2. The analysis and investigation of the effect of the implementation of Civic Government in the course of "Spatial Morphology

2.1 Analysis of syllabus and teaching objectives

The course of "Spatial Form" is to let students understand the concept of modeling, exercise abstract composition skills, and cultivate the aesthetics of college students through the study of this course. Analysis from the perspective of learning materials, mainly study two-and-a-half-dimensional, three-dimensional pattern laws, to understand the composition of three-dimensional solid form and spatial form. It is necessary to comply with the laws of mechanics in structure and master the application of materials.

The main goal of the Spatial Form course in terms of quality is to cultivate the "virtues" of college students, and to closely integrate the moral education courses with the Spatial Form course, so as to cultivate proper professional ethics of college students, establish the concept of culture navigating society and serving society, and make students have the correct three views In addition, it will lead students to solidify the socialist core values into system and actualize them into action.

2.2 Questionnaire and analysis of the current situation

The questionnaire survey was conducted on the college students studying the course "Spatial Formation", and the questions included: their majors, their grades, the regions they come from, their awareness of the difference between "Curriculum Civics" and "Civics Course", and how much time they spend on studying Civics in the course of their major courses. How much time is spent on studying Civic Studies in the course of professional courses, and the understanding of the necessity of Civic Studies in the course, etc. Through the summary and analysis of the questionnaire results, we can conclude that the college students come from all over the country, some from the eastern coastal region, some from the northwestern region, some from the economically developed cities, some from the economically backward rural areas, and the education concept of different regions is different, which makes them have different values and accept the mainstream values to a different extent. This means that they usually spend most of their time studying professional courses, but only a small part of their time studying Civic and Political Science courses, so that the concept of "Civic and Political Science in the curriculum" is not popularized.

3. The teaching practice strategy of integrating Civics into the "space form" course

3.1 Break the specialized lecture mode - to create a new pattern of "whole staff education"

It is related to all students in the university, the quality of teaching and the level of schooling. Therefore, in the process of teaching Civic Science, it is necessary to involve all parties in the school, students, parents and society, and develop collaborative teaching, so that "Civic Science" can be deeply rooted in people's hearts. The "Curriculum Civics" is deeply rooted in people's hearts and minds, so that young students can have a greater sense of spiritual attainment.

First of all, it is necessary to enhance the overall planning within the university and establish a collaborative system of Civic Education. We need to combine the education of thinking and politics with the education of professional courses in "spatial form" and intersperse the knowledge of thinking and politics in the teaching of professional courses. In order to improve the understanding of professional teachers and school management of the concept of "three-wide education", they can take the initiative to collaborate in the process of education and teaching, and university schools should use various meetings and other modes to carry out propaganda, and enhance the idea of whole-person education among professional teachers and other types of workers through various modes of propaganda activities, so that more teachers

Secondly, the university can improve the teaching system of the course of Civics and interaction between teachers and students, so that the Civics course and the "space form" professional courses can be better integrated. In today's society, college students are very active in thinking, and they are more willing to express their views and ideas to others.

In short, break the specialized lecture mode, the course of thinking politics into the study of professional courses, and teacher-student interaction, joint learning, the participation of people from all walks of life, to create a new pattern of "full education".

3.2 Civic education teaching system of "whole education"

In essence, the teaching of Civic Science in university is to carry out ideological and moral education for people, and the Civic Science course should be changed from the previous "solo fight" to the joint collaboration with professional courses, and systematic education and teaching should be carried out continuously, so that Civic Science education can penetrate into every growth point of college students and reach the hearts of people, so that The course of political thinking can be realized and play a greater role in educating people.

First of all, college students come from different regions, therefore, there are great differences in students' growth conditions, and it is difficult to adapt the single teaching method of Civic Education to the actual needs of nurturing people. Therefore, university schools should first grasp the rules of the ideological and political education activities, and then grasp the cognitive characteristics, psychological changes and needs of students in different growth periods from the time they enter campus to graduation, so as to seize the key to education under the guidance of the whole process of nurturing people and improve the mechanism and continuity of ideological and political teaching.

Secondly, the first class of Civics teaching can focus on the theme of "the first lesson of college", and educate on safety and campus rules, also can organize class fellowship activities to enhance the social skills of freshmen, guide new students to abide by the laws and regulations and be a civilized student. In the following process of teaching Civics, the first-year students carry out the study of Civics basics. For the second and third year students, they need to bet a lot of energy on the study of professional courses. They can integrate the Civic and Political Science courses into the professional courses, carry out ideological and moral education and professional ethics education while studying the professional courses, guide the university students to form the concept of love and respect for work and improve the professional ethics of college students.

Finally, colleges and universities can also innovate the teaching mode of Civics through new media platforms such as WeChat and enhance teachers' new media operation ability, so that teachers can teach Civics according to students' needs and growth rules at any time and improve the effect of Civics teaching.

3.3 Student-oriented--constructing "all-round education" teaching system

The teachers must pay more attention to the quality of teaching in the Civics classroom, and add "love concept" and "career concept" when teaching professional knowledge and theory. The teachers must pay more attention to the quality of teaching in the Civics classroom, when teaching the theory of professional knowledge, add "love concept", "career concept" and other topics of interest to the students or hot events of current affairs. The vitality of the Civics course is enhanced through scenario teaching and cooperative analysis.

In addition to improving the teaching quality of Civics education, in the modern society of high-speed development of the Internet, university schools can also build online teaching of Civics courses through modern information technology, and the establishment of Civics online classroom needs to take the leading role of students as the center, after the teacher's guidance, the appropriate application of practical teaching, problem-oriented teaching mode, to gradually improve the independent learning skills of college students and The online classroom also allows teachers to provide a variety of online courses for different students. Through online classes, teachers can also discuss different topics and hot issues online, exchange ideas and learning experiences, form cooperative classes for mutual learning, and evaluate students based on their performance in online classes.

4. Conclusion

All in all, the course of Civic Science is a general term for the educational activities and ideological and political teaching related to ideology and politics, and it has the unshirkable responsibility to establish correct and unified concepts and firm political attitudes of college students in the process of teaching. However, in the new era, colleges and universities need to accelerate the teaching of ideology and politics to students in order to meet the requirements of the concept of "three comprehensive education". As a professional university teacher, we need to adapt to the needs of the times and find ways to respond to them, transforming the concept of the course Civics into practical teaching activities that are feasible and continue to optimize the role of teaching and educating people. In the course of the "Spatial Form" course, it is also necessary to integrate the knowledge of Civics, and the combination of Civics teaching and professional courses has formed a special teaching mode that is compatible with professional courses. Therefore, it is very valuable to summarize and analyze the teaching mode of the subject of "spatial morphology".

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