

# Research on the Construction Path of "Course Ideological and Political" in Applied Undergraduate Universities

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**Abstract:** Modern colleges and universities comprehensively carry out curriculum ideological and political construction, which is an important measure to implement morality and cultivating talents in the field of education in my country. The novelty and uniqueness of curriculum ideological and political teaching content brings certain challenges to curriculum ideological and political teaching in applied undergraduate colleges and universities. In view of this, this paper analyzes the difficulties faced by the construction of "course ideology and politics" in applied undergraduate colleges and universities from the above three dimensions, and explores the construction path of "course ideology and politics" in modern applied undergraduate colleges and universities.

**Keywords:** Applied Undergraduate Colleges; Curriculum Ideology and Politics; Path

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## Introduction

In May 2020, the Ministry of Education put forward relevant requirements for the ideological and political construction of courses, and made it clear that modern colleges and universities should thoroughly sort out the teaching content of professional courses, dig deep into the ideological and political elements of courses, and promote them to be organically integrated into the ideological and political teaching content of courses. Aiming at the difficulties faced by the construction of "course ideology and politics" in application-oriented undergraduate colleges and universities, exploring feasible construction paths has become a major realistic topic for the construction of "curriculum ideology and politics" in modern application-oriented undergraduate colleges and universities.

## 1. The difficulties faced by the construction of "course ideology and politics" in application-oriented undergraduate colleges and universities

### 1.1 The ideological and political teaching quality of teachers' courses needs to be improved

At present, it is difficult for teachers in some applied undergraduate colleges to flexibly apply the latest theoretical achievements of the Sinicization of Marxism, and can only describe them directly. Many teachers have insufficient practical experience in the industry, and it is difficult to develop empathy when teaching the spirit of craftsmanship, which leads to a significant reduction in the effect of ideological and political education. It can be seen that some domestic application-oriented undergraduate college teachers do not meet the needs of high-quality curriculum teaching in the new era<sup>[1]</sup>.

### 1.2 The ideological and political teaching resources of the course are not sufficient

First, the refinement of ideological and political elements of the curriculum remains at a superficial level. Teachers have not been able to deeply explore the ideological and political elements of various professional courses, and the mining of

ideological and political elements only stays on the surface of actual cases; second, the construction of ideological and political teaching resources between majors lacks a necessary sharing mechanism. The construction of various resources lacks communication and sharing, or there is the problem of repeated construction of curriculum ideological and political resources; thirdly, the type of curriculum ideological and political teaching resources is single. The ideological and political teaching work of some application-oriented undergraduate colleges and universities has been carried out for a short period of time, the participation of various cases is relatively narrow, the types of ideological and political teaching resources for courses are relatively simple, and there are problems that teaching cases are not sufficient.

### **1.3 There are limitations in the course ideological and political teaching assessment system**

The curriculum ideological and political system is a relatively complex system. The evaluation of curriculum ideological and political teaching is of great significance to teaching quality, curriculum learning and student management. This is the core content of curriculum ideological and political teaching evaluation. The traditional teaching evaluation is basically the final exam plus the daily test scores. The final exam accounts for 70% of the total score, which is basically completed in the form of closed-book or open-book<sup>[2]</sup>.

## **2. Construction Path of "Course Ideological and Political" in Applied Undergraduate Universities**

### **2.1 Build an interdisciplinary teacher communication platform**

First, applied undergraduate colleges and universities must establish a collaborative working mechanism between teachers of various professional courses and teachers of ideological and political courses. Course ideological and political teaching involves a lot of content, teachers can carry out focused teaching according to their own characteristics, and their course teaching must be in the same direction as the ideological and political course teaching. Professional teachers must be familiar with the content of ideological and political education and improve their own ideological and political education level. Therefore, professional course teachers and ideological and political teachers must realize the organic combination of explicit education and implicit education through timely communication and cooperation platforms, and through collective lesson preparation and mutual evaluation of lesson plans.

Second, establish a communication and learning platform for teachers of various professions. Application-oriented undergraduate colleges and universities need to establish a communication and learning platform for teachers of various majors, and teachers can learn from each other and learn from each other's strengths. Professional course teachers' exchange and learning platforms can be divided into school-level teacher lecture platforms, school-level teacher resource sharing platforms, and college-level exchange and learning platforms. The three platforms complement each other, which can effectively improve the ideological and political teaching level of college teachers' courses, and lay a solid foundation for the development of high-quality ideological and political teaching in modern application-oriented undergraduate colleges.

### **2.2 Establish a curriculum ideological and political teaching resource library**

We can carry out the construction of the curriculum ideological and political teaching resource library from the following two aspects:

First, break down the disciplinary barriers of applied undergraduate colleges and dig deep into the mixed ideological and political elements. Mining ideological and political elements in team-based courses is a very complex and arduous task. The school needs to provide more financial and policy support for this, and encourage teachers of various professional courses to actively participate in the process of mining ideological and political elements of the curriculum. However, in this process, not only professional teachers need to be involved, but also more other professional and ideological and political teachers should be encouraged to participate, so that it will eventually form a multidisciplinary knowledge background

teaching team<sup>[3]</sup>.

Second, applied undergraduate colleges and universities must establish a shared library of school-level ideological and political teaching resources to provide more teaching cases for the ideological and political teaching content of applied undergraduate colleges. The university's own resources are mainly excavated by the faculty team, and most of the external resources come from some authoritative and objective networks and various teaching platforms, as well as the existing course ideological and political videos and teaching documents of other colleges and universities.

## **2.3 Establish a diversified curriculum ideological and political assessment system**

Curriculum ideology and politics must put more emphasis on the evaluation of students' values and comprehensive abilities:

First, the evaluation of students' emotional attitude. The evaluation of students' emotional attitudes is to evaluate the changes and progress of students' values and moral cultivation. Teachers can carefully observe students' mental state, words and deeds, and learning attitudes through classroom performance, interviews, etc. make a comprehensive evaluation of daily words and deeds.

Second, the evaluation of comprehensive innovation ability. This item is mainly to evaluate the development of practical projects such as students' experimental courses and design reports. The specific inspection links are reflected in the process of project development data search, project plan compilation and defense.

Third, the evaluation of professional knowledge and ability. Teachers' evaluation of knowledge ability needs to pay attention to the two evaluation results of students' emotional attitude evaluation and comprehensive innovation ability evaluation. These three evaluation methods are mutual influence and interdependence. In this regard, when evaluating students' professional knowledge and ability, teachers must pay attention to the consistency analysis of the three dimensions of performance, so as to complete the comprehensive evaluation of students<sup>[4]</sup>.

## **Conclusion**

Curriculum ideological and political education promotes the teaching concept and system innovation of modern application-oriented undergraduate colleges and universities, and integrates ideological and political education into the professional talent training system in modern colleges and universities. The driving force for the connotative development of higher education, and improve the quality of talent training in modern application-oriented undergraduate colleges and universities.

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