

Study on the Construction and Implementation Path of the System of Education of Great Civic Government in Technical Colleges

Lianfeng Jiang, Weixing Yang

Beijing New Media Technician College, Beijing, China, 102600

Abstract: To implement the requirements of General Secretary Xi Jinping on the ideological and political work of establishing moral and moral education and the need to make good use of the Great Civic Education Course, it is urgent to construct the Great Civic Education System in technical colleges and universities. It is necessary and feasible to explore the construction of the path of large thinking and politics education throughout the intermediate, senior and technician stages, covering the whole staff, the whole curriculum and the whole range of courses; through the construction of the system, the practical problems of weak thinking and politics teaching, course thinking and politics and comprehensive education system can be solved; finally, according to the characteristics of technical colleges and universities, the implementation path can be improved in terms of institutional and organizational guarantee, teachers' team, practical thinking and politics teaching, course thinking and politics promotion and comprehensive education system. Finally, according to the characteristics of technical colleges and universities, the implementation path is improved in terms of institutional and organizational guarantee, teachers' team, practical teaching of thinking and politics, promotion of curriculum thinking and politics, and comprehensive education system.

Keywords: Technical colleges and universities; Large thinking and political education system; Thinking and political education; Curriculum thinking and political

In March 2019, General Secretary Xi Jinping proposed at the symposium for teachers of ideological and political theory courses in schools that the reform and innovation of thinking and politics courses should adhere to "the unity of theory and practice", ^[1] so as to thoroughly implement the speech made at the national conference on thinking and politics in colleges and universities and let the important thesis of General Secretary Xi Jinping on building moral character take root and blossom in technical colleges and universities. In March 2021, General Secretary Xi said, "We should make good use of the 'Great Civics Course', which must be combined with reality" and "Civics courses should not only be taught in the classroom, but also It should also be taught in social life"^[2]. The practical teaching is the realistic demand of the Civic Science course in technical colleges and universities, and the teaching of moral education in technical majors will penetrate into the teaching, so as to achieve a full range of Civic Science education such as cultural education, professional education and practical education.

1. The value implication of the construction of a large Civic Education system in technical colleges and universities

The theoretical aspect of the construction of the system of education for political thinking in technical colleges and universities needs to be explored. As a practical concept that precedes the theory, the concept of "large thinking and political education" is composed of a three-tier structure of thinking and political course system, curriculum thinking and political system and comprehensive education system. The concept is concretely embodied in the concept of "whole-person, all-round, whole-process" nurturing, which is almost identical to the connotation of "three-wide nurturing". The so-called "three full nurturing" is short for "full staff nurturing, full process nurturing and full range of nurturing". The whole staff nurturing refers to the "four-in-one" nurturing mechanism consisting of school, family, society and students, and also includes the nurturing mechanism for

which all staff members of the school are jointly responsible; full nurturing refers to the fact that students are carefully arranged for ideological and political education from the time they enter school to graduation, from the beginning to the end of each semester, and from double holidays to summer and winter vacations. The whole range of education refers to the full use of various educational carriers, including comprehensive assessment and scholarship evaluation, financial support for poor students and work-study, student organization construction and management, campus culture construction, academic style construction, integrity education, social practice, etc., in which the ideological and political education is integrated. The system of education in ideology and politics is the concretization of the integration of "three comprehensive education", and its main scope can be based on the "ten major education programs"^[3] of the "Implementation Outline of the Quality Improvement Project of Ideological and Political Work in Colleges and Universities" issued by the Ministry of Education, focusing on curriculum education, scientific research education, practical education, cultural education and network education. The scope of the ten aspects of education is based on the ten aspects of curriculum education, scientific research education, practice education, cultural education, network education, psychological education, management education, service education, financial education and organizational education.

The construction of a large ideological and political education system in technical colleges has practical value. With an eye on the "needs of the times", "needs of the country" and "needs of the students", it is conducive to the development of thinking and political education work. By building a platform, implementing courses, creating resources and realising integration, the school-based level builds a "big thinking and politics" education path with the characteristics of technical colleges and schools, forming a coupling education effect from thinking and politics courses to curriculum thinking and politics, and effectively realising the collaborative education of the whole curriculum, all teachers and the whole teaching process. Secondly, it is conducive to the nurturing of people in all professional courses. The integration of ideological values throughout the whole process of education and teaching, the integration of humanities quality courses, general vocational quality courses and professional courses in thinking and politics, the construction of thinking and politics in courses as a fundamental and comprehensive work to implement the establishment of moral education, the construction of the discourse system of technical colleges, the strengthening of the atmosphere of establishing moral education, the thickening of the soil of technical education, the promotion of the ideological and political work system through the talent training system, and the improvement of the quality of talent training. . Thirdly, it is conducive to the formation and improvement of the comprehensive education system. The school leadership, the ideological and political teaching department, the Academic Affairs Department, the Student Affairs Department, the Youth League Committee, the Association Guidance Centre, the Student Activities Centre, the Dormitory Management Centre, the student sections of various departments, publicity, security and other administrative staff and class teachers participate in the division of work and the standardized management system, going in the same direction and forming a synergistic effect. The resources in all areas of school management and education and teaching are integrated to serve the work of educating people for moral development, building a "bridge" for collaborative education within and outside the school, inside and outside the classroom, online and offline, and forming a "three-wide education" network that integrates the main classroom of theory, the large classroom of activities and the new classroom of the Internet. The "three-dimensional network" is formed.

2. The realistic dilemma of constructing a large Civic Education system in technical colleges and universities

First of all, different departments of thinking and teaching are established or the names of the departments are different. Most of the technical colleges and universities have generally built a public teaching department that incorporates the thinking and politics curriculum, while some have generally incorporated the thinking and politics course into the teaching department of public foundation and become the teaching and research group (room) under it. For the smaller middle and senior technical schools, the public foundation course is concentrated in the form of teaching and research group to be conveyed to the whole school for teaching. In Beijing, for example, a comprehensive study of 17 technical colleges in Beijing shows that only four technical colleges currently do not have a public teaching department that includes a Civics course. Civics and moral education courses and public foundation courses are divided among the various professional departments, and each professional department assigns its own public foundation course teachers to take up teaching tasks or transfers their posts to achieve an appropriate and balanced internal ratio.

Secondly, the practical teaching of Civic Education courses in technical colleges and universities also suffers from a weak management system and lacks a standardised operating mechanism. There is no clear leadership and coordination mechanism,

the main body of responsibility is not clear, the mechanism of full cooperation between the Civic Science teaching and research department and other professional teaching and research departments, the Academic Affairs Office, the Student Affairs Office and the School League Committee has not yet been formed, the resources for practical teaching are limited, practical activities are in a formal way, and the evaluation system of practical teaching is problematic.

Thirdly, the development of curriculum thinking and politics lags behind that of higher vocational and undergraduate institutions. On the one hand, teachers have a weak awareness of "thinking politics in the curriculum", and there is a lack of teaching resources and weak faculty. There is also an urgent need to form a unified teaching and research platform, across departments, grades and sections, to serve all students, teachers and departments, and to carry out teaching, training, research and promotion and monitoring and evaluation systems. On the other hand, there is an urgent need to establish a collective lesson preparation mechanism for teachers of Civics and various public and professional courses, and the lack of a professional team-based growth environment and mechanism hinders the enthusiasm of teachers to conduct teaching and research on curriculum Civics.

3. The implementation path for the construction of a large thinking and politics education system in technical colleges and universities

First, establish organizational institutions and systems and provide organizational guarantee. Firstly, establish a sound leadership mechanism, organizational structure and relevant system. The construction of "big thinking and politics" involves all teachers and students, so it is necessary to establish a leading group for the work of "big thinking and politics", and the party committee of the school should make overall planning for the pattern of "big thinking and politics", strengthen organizational leadership and coordination, and provide organizational guarantee. The school's party committee should make overall plans for the "Big Thinking and Politics" pattern, strengthen organizational leadership, coordination and guidance, and promote and supervise as one. Secondly, we will continue to optimise the team of Civic Studies teachers. The party committee secretary, party committee team members, branch secretaries, party management cadres who are also teachers of Civics and Civics and party committee team members who are associated with Civics teachers, explore mechanisms and methods for transferring party management cadres who are competent to teach Civics to full-time Civics teachers, and establish mechanisms and methods for withdrawing Civics teachers, so that teachers who are not competent to teach Civics can be transferred or shifted. Finally, the establishment of sound policy guidance documents. To implement the specific responsibilities of the "big thinking and politics" work, the university party committee issued six supporting documents for grassroots party building, political theory learning, teacher team building, party political team building, student ideological education, management service team building and so on.

Secondly, to create a "three-wide education" ideological and political education curriculum system and platform. Focusing on ideological and political theory courses, the university has integrated professional education courses and comprehensive literacy training courses such as labour education, psychological education, vocational education and campus culture to form a three-in-one ideological and political education curriculum system under the unified leadership of the Party Committee, with the collaborative development and resource sharing of various departments and departments, as well as an organisational guidance and resource coordination for curriculum development, teaching and evaluation and a working platform for teachers' capacity development. Platform. The Centre for the Development of Thought and Literacy Education was established, with eight studios under it: a studio for teaching and researching ideology and politics, a studio for teaching and researching curriculum thought and politics, a studio for classroom teachers' moral education, a studio for psychological education, a studio for professional literacy education, a studio for traditional culture education, and a studio for school culture construction. A platform-based operation mechanism is formed under the direct leadership of the Party Committee, with the participation of all functional departments and professional departments and a combination of full-time and part-time positions. To build a "1+N" "three-wide education" system for educating people in thinking and politics courses, i.e. a teaching and research office for thinking and politics courses and N teaching and research studios are working in the same direction and collaborating to educate people.

Thirdly, we attach importance to the construction of the practical teaching system of the Civic and Political Science course in technical colleges and universities. Through diversified practical teaching, on the one hand, the single and boring mode of teaching ideological and political theory courses can be reformed. On the other hand, through practical teaching, students can improve their cognitive, thinking and practical abilities in practice. As a technical college, with the aim of cultivating skilled talents, it is even more important to strengthen practical teaching to enhance students' skill level and cultivate their employability. Many courses have been incorporated into the construction of the Civic Science curriculum.

Fourthly, the construction of the "curriculum thinking and politics" of professional courses in technical colleges should be integrated into the "big thinking and politics" work system. It is important to integrate various courses with thinking and politics education, and to enrich and explore the educational resources of various courses. In order to bring into play the nurturing value of the curriculum, the only way to improve the results of the ideological and political education of students in technical colleges is to infiltrate moral education into the teaching of technical specialties. Research and reform on the ideology and politics of professional courses, and absorb the achievements of the construction of the ideology and politics of courses in colleges and universities. As a basic and comprehensive work to implement the construction of curriculum thinking and politics, the construction of the discourse system of technical colleges and universities will strengthen the atmosphere of moral education, thicken the soil of technical education, promote the ideological and political work system through the talent training system, and improve the quality of talent training.

Fifth, build a large ideological and political education system for technical colleges and universities. The system is built with the ideological and political courses as the core, integrating public basic courses, professional courses, labour education, psychological education, vocational education, four history education, cultural education and other content elements, forming a "three-wide" education system with the characteristics of the New Media College of Technology. Research on the Civic Politics curriculum system covering the entire learning stage of intermediate, senior and technician students; research on the Civic Politics of the curriculum covering the entire professional field of students, including general culture foundation courses, professional courses and master studio project courses; research on the daily Civic Politics of labour education, class management and administrative service management covering the entire growth environment of learning, life, school-enterprise and home-school, etc.

4. Conclusion

In the face of the new requirements of the Party and the State for ideological and political education, technical colleges and universities should establish a system and path for educating people in ideological and political education. The "Golden Course" will be cultivated, the "Course Thinking and Politics" teaching teachers and teams will be cultivated, the "Course Thinking and Politics" teaching quality assessment standards will be formed, and the "Course Thinking and Politics" construction plan will be condensed and promoted. "The typical experience and achievements in the construction of "Civic Science and Politics in the Curriculum" will be used as the goal of the "Civic Science and Politics in the Curriculum" education. In addition, the construction of the "Big Thinking and Politics" course education content in technical colleges and universities should be enriched, so as to realize the collaborative education of the whole course, all teachers and the whole teaching process by building a platform, implementing courses, creating resources and realizing integration, and constructing a "Big Thinking and Politics" education path with the characteristics of technical colleges and universities including this institute and the characteristics of each school, so as to form a coupling education effect from the thinking and politics course to the course thinking and politics.

References

- [1] Xi Jinping. Xi Jinping stressed at the national conference on ideological and political work in colleges and universities: to put ideological and political work throughout the process of education and teaching to create a new situation in the development of China's higher education career [N]. People's Daily, 2016-12-09 (1).
- [2] Xi Jinping. Xi Jinping: "big thinking and political science course" we should make good use of it. <https://baijiahao.baidu.com/s?id=1693526815664080364&wfr=spider&for=pc>
- [3] Outline of the Implementation of the Quality Improvement Project of Ideological and Political Work in Universities. http://www.moe.gov.cn/srcsite/A12/s7060/201712/t20171206_320698.html

Author: Lianfeng Jiang, Beijing New Media Technology College, No. 21, Section 3, Xinghua Street, Daxing District, Beijing, 102600, e-mail: lianfeng728@163.com