

Exploration of Ideological and Political Teaching in the Implementation of Digital Electronics Technology Curriculum in Higher Education Institutions

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Abstract: This article discusses the problems in implementing political ideology in digital electronic technology courses in universities and proposes specific strategies such as establishing new course ideology concepts, fully utilizing information technology, organizing practical activities, and improving teachers' professional literacy and teaching abilities. It provides reference opinions for professional course-teaching workers.

Keywords: Digital Electronics Technology; Curriculum Politics

1. Introduction

Universities need to update their educational concepts, carefully examine the moral education elements of various courses, and fully utilize the role of education in various courses^[1]. Digital electronic technology courses are fundamental in electrical and information-related majors in universities and play an essential role in cultivating applied technical skills^[2]. Universities should delve into the moral education elements in digital electronic technology courses, cultivate students' craftsmanship through various practical ways, improve students' ideological and moral qualities, and help students establish correct views on talents and employment^[3]. Below, we will briefly mention the problems in the implementation of curriculum ideology and politics in digital electronic technology courses in universities and explore specific strategies for implementing curriculum ideology and politics in digital electronic technology courses in universities from several aspects in order to improve the quality of professional course teaching further and better cultivate applied technical skills talents for society.

2. The problems with implementing political thought courses in college digital electronic technology courses

2.1 Failed to establish a genuinely ideological concept for the course

In digital electronic technology courses, there is a lack of overall understanding of the course ideology, resulting in a lack of systematic and unified curriculum setting and teaching implementation^[4]. In teaching implementation, the content of course ideology lacks relevance to professional courses and often focuses on transmitting theoretical political knowledge, lacking practical operability. Due to the limitations of professional teacher quality and teaching methods, the teaching effect of course ideology is not ideal, and students have a low interest in the course ideology. The assessment measures for course ideology lack systematization and fairness, resulting in a lack of motivation for students to learn the course ideology.

2.2 The role of information technology in education has not been fully utilized

When implementing the curriculum ideology and politics, too much emphasis is placed on political content and neglecting the importance of information technology itself. Information technology is not fully utilized in the course setup

and teaching practice to enhance students' practical skills and abilities. Teachers have insufficient knowledge of information technology and cannot combine political ideology with information technology, resulting in poor course effects. Overall, implementing political ideology in the course has led to deficiencies in the information technology course and has not fully utilized the role of information technology in education.

2.3 The effectiveness of the course's political practice activities is not significant

The purpose of implementing ideological and political courses in digital electronic technology courses in colleges is to cultivate ideological and moral concepts while students learn professional knowledge. However, due to course design and content limitations, students often only hear simple explanations of ideological and political theories in class and do not truly implement them in their coursework. Additionally, due to a lack of professional quality and teaching experience among teachers, the effectiveness of classroom teaching is also not satisfactory. Therefore, implementing ideological and political courses in digital electronic technology courses in colleges has not truly established the concept of ideological and political courses.

2.4 The professional quality and teaching ability of teachers need to be improved

When implementing the ideological and political curriculum in digital electronics technology courses, teachers' professional quality and teaching ability need improvement. This is mainly reflected in teachers' lack of understanding about the knowledge related to the ideological and political curriculum, resulting in poor integration of ideological and political education in the classroom. In teaching ability, teachers lack a deep understanding of students' learning needs, and classroom teaching lacks innovation and interactivity, leading to low student interest in the course. There is also a lack of evaluation and feedback mechanisms in the teaching process, making it difficult to assess the effectiveness of the course and adjust it promptly according to the student's learning situation. The shortcomings of teachers' professional quality and teaching ability not only affect the student's learning outcomes but also limit the role of the ideological and political curriculum in digital electronics technology courses in universities.

3. The implementation of the strategy for curriculum ideology and politics in digital electronics technology courses

3.1 Establishing a new ideological concept for political education in the curriculum

The Digital Electronics Technology course emphasizes the importance of political education on top of traditional technical foundations. It aims to instill correct values in students while they learn technology, with the core concept being to constantly encourage students to think about how technology can serve society and put this into practice. Through the cultivation of political education, students not only gain advanced technical knowledge but also develop a sense of social responsibility and civic qualities, becoming useful talents for society. The new concept of political education in the course lays the foundation for student's future development and contributes to social development.

3.2 Fully utilize the role of information technology

The course content focuses on the latest developments in digital electronic technology. Students can learn the most advanced electronic technology theories and application techniques and verify these theories through experimental practice. The course utilizes a large number of information technology tools to support teaching. Students can improve their learning outcomes through virtual experiments, online learning systems, and interactive textbooks. The course emphasizes the development of students' practical application abilities. Students can learn how to apply digital electronic technology in the industrial field through experimental projects, graduation designs, and other practical activities. The digital electronic technology course in universities fully utilizes the role of information technology, aiming to cultivate students'

forward-thinking and innovative abilities, laying a solid foundation for their future development.

3.3 Organize activities for ideological and political practice in the curriculum

The organization of political and ideological practice activities in digital electronic technology courses is an activity that runs throughout the entire course of learning, aiming to cultivate students' communist ideology and moral quality. This activity includes various forms of classroom teaching, social practice, cultural activities, etc., and through different teaching methods and forms, it cultivates students' communist ideology and moral quality. In this activity, students can gain a deeper understanding of social reality through participating in various social practice activities and enhancing their sense of responsibility and mission for social and national construction. Students can become useful talents for future social construction by participating in the course political and ideological practice activities.

3.4 Improve the professional quality and teaching ability of teachers

The professional development of teachers in digital electronics technology courses is achieved by providing them with specialized training and education. This training and education can help teachers better understand and master the knowledge related to the course, thus enabling them to teach students more effectively. It can also be achieved by providing teaching skills, which can help teachers design courses better, manage classrooms more effectively, and evaluate students' learning progress more accurately. Improving teachers' professional literacy and teaching abilities is to enhance students' learning outcomes and teaching quality. By improving teachers' professional literacy and teaching abilities, students can better understand and grasp the course knowledge and participate in classroom learning more effectively.

4. Conclusion

Universities should delve deeper into the moral education elements in digital electronic technology courses, cultivate students' craftsmanship through various practical ways, improve students' ideological and moral quality, and help students establish correct views on talent and employment. The ideological and political effects of digital electronic technology major courses in universities have not yet reached expectations. Universities should seriously analyze the problems in the ideological and political aspects of digital electronic technology major courses, establish new ideological and political course concepts, make full use of information technology, organize ideological and political practice activities, improve teachers' professional literacy and teaching ability, and effectively implement ideological and political education in digital electronic technology course teaching, further improve the quality of professional course teaching, and cultivate better applied and skilled talents for society.

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